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Mys. K. 1











**REPORT**  
**ON**  
**PUBLIC INSTRUCTION**  
**IN**  
**MYSORE**  
**FOR THE YEAR 1867-68**



**BANGALORE**  
**MYSORE GOVERNMENT PRESS**  
**1868**

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1868.

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7. Do. Expenditure of the Educational Department.

APPENDIX V.

STATISTICS OF INSTRUCTION

Tabulated according to the forms prepared by the Statistical Committee.

- A. Ecclesiastical.
- B. Educational.
- C. Literary and Scientific.
  1. Literary and Scientific Societies.
  2. The Press.



OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
BANGALORE, 30th May 1868.

From

B. L. RICE, Esq.,  
*Officiating Director of Public Instruction.*

To

CAPTAIN J. A. CAMPBELL,  
*Secretary to the Commissioner for the  
Government of Mysore.*

SIR,

1. I have the honor to submit the following report on Public Instruction in Mysore for the official year 1867—68.

2. On the 31st of March 1868, the entire number of schools connected with the Educational Department was  
Number of Schools. 110, consisting of 64 Government schools and 46 grant-in-aid schools.

3. In all these institutions together there were 6935 scholars, of whom 5634 were boys and 1301 girls. To form  
Number of Pupils. this total the Government schools contribute 2797 pupils and the grant-in-aid schools 4138.

4. It appears from the returns that of those under instruction 4424 are Hindus, 1398 Mahomedans, and  
Pupils classified. 1113 "others," or Europeans and Eurasians.

5. The following summary of the statistics furnished in the report shews the number of schools assignable to each of the appointed standards.  
Summary of Statistics.

Description of Schools.	Government.		Grant-in-aid.	
	No. of Schools.	No of Pupils.	No. of Schools.	No of Pupils.
Higher Class Schools ...	8	1104	4	671
Middle do. do. ..	9	278	6	359
Lower do. do. ...	45	1363	20	1807
Female Schools ...	0	0	16	1301
Normal School ...	1	28	0	0
Engineering School ...	1	24	0	0
Total.....	64	2797	46	4138

With reference to the 46 grant-in-aid schools, it may be explained that branch schools have been reckoned in with their parent institution as one, and not separately, otherwise the number would have approximated more nearly to that of the Government schools.

6. During the period under review, nine new schools were established by Government, namely ; one Anglo-vernacular, seven Canarese and one Hindustani. The Rajah's school at Mysore came under the direct management of the department.

7. New grants-in-aid were given to six schools, grants to two other schools were augmented, and one grant was withdrawn.

8. A re-distribution was made of the work of inspection, two distinct circles being formed for that purpose.

9. The responsibility of constructing and keeping in repair school buildings was transferred from the Public Works department to the Educational department. This change was to take effect from the commencement of a new official year.

10. The suggestions originated by Miss Carpenter for the establishment of female normal schools were submitted for the consideration of the principal native officials, and found to be impracticable under present circumstances.

11. A revision was made of all existing grants-in-aid, with the view of adopting measures to equalize, as far as possible, the expenditure on English and vernacular education respectively, or on institutions founded for Europeans and those established for natives. The withdrawal of aid from two of the schools belonging to the former class was sanctioned, and it was directed that for the present no addition should be made to the expenditure on English schools in Bangalore.

12. The extension of vernacular education among the masses was

brought under consideration, and a scheme was drawn up for the establishment of hōbly schools in every part of the province, to be maintained by the proceeds of a cess. It has accordingly been determined to appropriate to educational purposes a portion of a local fund to be raised in connection with the new Revenue Survey.

13. Attention was also directed to the desirability of establishing Government schools for female education, and the opinion of influential native gentlemen was sought on the matter. There was a general agreement in their views ; and in accordance with their recommendation, a beginning will be made experimentally in Bangalore.

14. In drawing up this report, I have adopted the form prescribed by the Government of India in Resolution No. 1648 of the 25th February 1864, and for fuller information regarding the foregoing subjects, as well as particulars of the educational operations generally, I would refer to the statements under each of the various heads there given.

15. Minuter details will be found in the appendices, the contents of which are indicated by their titles, namely:—

- Appendix I. Government Schools for General Education.  
 „ II. „ „ Special do.  
 „ III. Grant-in-aid Schools.  
 „ IV. Private unaided Schools.

All these consist of compilations from the reports of inspection or examination, a large proportion of them furnished by myself before receiving charge of the Director's office.

Appendix V contains Statistics of Instruction, tabulated in the forms drawn up by the Statistical Committee, and comprises information under the following heads ; A. Ecclesiastical, B. Educational, C. Literary and Scientific.

## I. CONTROLLING AGENCIES WITH GENERAL FINANCIAL STATISTICS.

1. *Inspecting Officers.*

16. The following comparative statement, shewing the inspectorial staff as it stood at the beginning and at the end of the official year, will indicate the changes that have been made in the interval.

1st April 1867.	31st March 1868.
1 Inspector.	2 Inspectors.
1 Deputy Inspector.	1 Sub-Deputy Inspector of Hindustani Schools.
1 Sub-Deputy Inspector of Canarese Schools.	
1 Do. do. of Hindustani Schools.	

The offices of Deputy Inspector and Sub-Deputy Inspector of Canarese Schools merged into that of Inspector.

17. There are now therefore two Inspectors, each of whom has a circle of inspection. The first circle extends over the Bangalore, Kolar, Mysore and Hassan districts, and Coorg. The second circle includes the Toomkoor, Shimdga, Chituldroog and Cudoor districts. There is also a Mahomedan Sub-Deputy Inspector of Hindustani Schools.

2. *Expenditure.*

18. The actual expenditure was as follows:—

Charges.	Expenditure during 1867—68.	
	From Imperial Funds.	From Local Funds.
Direction with its subsidiary charges ...	12,103	0
Inspection with its subsidiary charges ...	12,979	0
Instruction (including all educational expenditure not coming under the above heads) ...	1,13,662	48,197
Total.....	1,38,744	48,197



19. An analysis of the expenditure on instruction gives the following results:—

Description of Schools.	Government.		Grant-in-aid.	
	From Imperial Funds.	From other sources.	From Imperial Funds.	From other sources.
Higher Class Schools ...	34,420	7,020	11,640	15,345
Middle " " ...	9,381	0	6,060	6,563
Lower " " ...	12,463	0	6,325	7,794
Female Schools ...	0	0	6,220	11,475
Normal School ...	5,411	0	0	0
Engineering School ...	3,607	0	0	0
Total.....	65,282	7,020	30,245	41,177

Some of the expenditure on female schools is included in that of the other class schools, as separate returns were not received from the managers.

## II. UNIVERSITIES.

## III. GOVERNMENT COLLEGES.

20. There are no institutions coming under either of these heads.

## IV. GOVERNMENT SCHOOLS.

Description of Institutions.	Number of Institutions.	Number on the rolls (monthly average).	Average daily attendance.	Total Expenditure.	
				From Imperial Funds.	From Local Funds.*
Schools of the Higher Class	8	1,150	904	34,420	7,020
" Middle " ...	9	233	222	9,381	0
" Lower " ...	45	1,153	1,013	12,463	0
Female Schools ...	0	0	0	0	0
Normal School ...	1	25	24	5,411	0
Other Schools for Special Education ...	1	31	27	3,607	0
Total.....	64	2,592	2,190	65,282	7,020

21. The number of pupils on the rolls at the end of the official year was 2797.

\* N. B. All the fees are paid into the Government Treasuries.

### 1. *Schools of the Higher Class.*

22. This is the principal Government school in the province, and is under the charge of a graduate from Cambridge. The institution is affiliated to the High School, Bangalore. Madras University, and educates up to the standard of the B. A. degree. Ten students matriculated during the past year, and one passed the First Arts examination. Changes in the masters and hours of study have somewhat affected the attendance. It still remains, however, the largest school in the Mysore country.

23. This school was established in 1833, and has hitherto been in every respect a free school, entirely supported by the late Maha Rajah. On his death, in March, this year, it was placed under the Educational department. It contains upwards of 250 scholars, the most advanced of whom are preparing for matriculation, the Senate of the Madras University having arranged for the holding henceforward of a branch examination in the city of Mysore.

24. These District schools are designed to educate up to the standard of the University entrance examination. From the Hassan school three students succeeded in passing the test this year, and are now preparing for the F. A. examination. Classes for matriculation have been formed at Hassan, Shimoga and Kolar. The other schools are still much below the standard.

The one at Toomkoor gives promise of improvement. The two last are in unhealthy districts, and have been kept back by illness and changes among the masters.

### 25. *Statistical information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average total.	Cost to Government.
8	1150	34,420	7,020	41,440	36—0—6	19—15—5

Fees.		Pupils.			
Total amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
4,436	4 0 3	1025	37	42	1104

## 2. Schools of the Middle Class.

26. Most of these schools have made steady progress during the year under review. The Chinnapatam school was emptied for a time through ill feeling towards the master, but is filling again now that a new man has been appointed to the charge of it. At Harihar and Shikarpur new premises have been recently completed and occupied. The Chikka Naikanhalli school has become unpopular owing to disputes regarding a site for a new building. The matter is now settled, and the school may be expected to regain its pupils. The school in the Yelandur jaghir is a new one, opened last August. It has made a very promising beginning and is well attended.

27. Many applications for English schools of this class have been received, as for example, from Chamrajnagar, Dodda Balapur, Gundalpet and other places, but looking to the greater importance to the people generally of vernacular education, it has been resolved to expend all available funds in the establishment of Canarese schools.

## 28. Statistical information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average total.	Cost to Government.
9	233	9,381	0	9,381	40 4 2	37 3 6

Fees.		Pupils			
Total amount realized.	Average per pupil	Hindus.	Mahomedans	Others.	Total.
708	2—8—8	253	19	6	278

### 3. *Schools of the Lower Class.*

29. The number of these schools has been more correctly returned this year than in the report for 1866—67.

#### Vernacular Schools.

Three are Hindustani schools and the remainder Canarese. Several of the latter have been considerably strengthened by amalgamation with indigenous schools of long standing. The junction has in every case been made on the application of the country masters themselves. Overtures of this nature sufficiently testify to the influence which the Government schools are exerting, and to the superior footing on which they have been placed by the progressive course of study appointed for them.

30. The Canarese school at Narsipur in the Hassan district is the most advanced and the best attended of its class. The school at Kankanhalli, on the other hand, has never thriven. All the pupils having been gradually withdrawn, it was finally closed in January. Of the Hindustani schools the one at Kolar is by far the best.

31. New Canarese schools have been opened during the year at Serjapur, Yelahanka, Kortagiri, Turvekere, Nanjangode, Harnhalli and Holayhonur; all of them the head quarters of taluks. A Hindustani school has been opened at Chituldroog.

32. The extension of vernacular education among the agricultural population and the masses generally has been under consideration, and proposals for this end were submitted to Government, in which it was recommended that hóbly schools should be established throughout the country, to be supported by a local assessment. The schools would be in many respects similar to the hulkabundee schools of the North-West Provinces. Not less than 50,000 children, it is estimated, would be brought under instruction by this means alone. In connection with the scheme alluded to, it has been determined to create a School Fund, by setting apart for educational purposes a proportion of a local fund to be levied from all holdings. The full realization of these views

however depends on the completion of the Survey and Settlement operations now in progress.

### 33. *Statistical information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average total.	Cost to Government.
45	1153	12,463	0	12,463	10—11—2	10—2—2
Fees.			Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.	
772	0—9—0	1116	232	15	1363	

### 4. *Female Schools.*

34. There have hitherto been none directly under Government control. It is intended shortly to establish one at Bangalore, as recommended by the leading native officials who were consulted in the matter. Two others are to be opened at out-stations from which applications have been received. Male teachers of respectable character and good caste will be employed in these schools, as no female teachers are procurable, except Christians, who are objected to on religious grounds.

35. The proposals for the establishment of a female normal school met with no support from the Hindus here, and are impracticable in the present state of native opinion, as not a single pupil can be obtained who by caste would be acceptable to the people generally. A class of female teachers may be expected to arise from among the pupils of the schools for general female education.

### 5. *Normal School.*

36. From this institution are derived the masters of the Government schools. It contains two classes, in one of which the instruction is Anglo-vernacular and in the other purely Canarese. The course of

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study embraces, besides the ordinary school subjects, daily lessons on school management. Each student receives, while under training, an allowance of Rs. 9, 7, or 5, a month, according to his standing and progress. Before appointment to a mastership, he is required to pass an examination for a certificate of qualification. This test was adopted for the first time during the past year, and has had a beneficial effect.

37. An elementary Practising School is attached to the Normal School. In this the students gain a practical knowledge of school work, by actually taking part in teaching, and by giving model lessons which are subjected to the criticism of the other members of the class to which they belong.

#### 6. *Other Schools for Special Education.*

38. This school has made satisfactory progress during the year.

At the annual examination, conducted by  
Engineering School. means of written papers set by the Chief Engineer and other officers of the Public Works Department, seven students in the first class were found qualified for certificates as assistant overseers.

#### V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

39. The returns under this head have been compiled with greater accuracy than last year, especially as regards the female schools, which will partly account for the variations in the numbers.

Description of Institutions.	Number of Institutions.	Number of pupils on the rolls (monthly average).	Average daily attendance.	Grants-in-aid given by Government.	Expenditure from all sources other than grants-in-aid given by Government.
Colleges ... ..	0	0	0	0	0
Schools of the Higher Class.	4	680	558	11,640	15,345
"    Middle    "	6	342	325	6,060	6,563
"    Lower    "	20	1853	1528	6,325	7,794
Female Schools...	16	1204	1046	6,220	11,474
Normal " ... ..	0	0	0	0	0
Other Schools for Special Education ... ..	0	0	0	0	0
Total .....	46	4079	3457	30,245	41,176

40. At the end of the official year there were 4138 pupils on the rolls.

41. The following is a statement of additional, augmented and cancelled grants.

New Grants.				Amount.
St. Andrew's School, Bangalore	..	...	...	200
Sanskrit and Canarese School, Melkote	...	...	...	20
Catholic Schools, Shethalli	...	...	...	30
London Mission Canarese Girls' Boarding School, Bangalore	...	...	...	50
Wesleyan Mission Canarese Girls' School, Bangalore	...	...	...	20
Mahomedan Female School, Bangalore	...	...	...	50
Increased Grants.				Amount of Increase.
Wesleyan Mission English Girls' School, Bangalore	...	...	...	30
London Mission Canarese Girls' Day Schools, Bangalore and Anikal.	...	...	...	50
Cancelled Grant.				Amount.
Cantonment Boys' and Girls' School, Bangalore	...	...	...	50

### 1. *Schools of the Higher Class.*

42. Of the four schools included under this head three are situated in Bangalore and one in Mysore. Bishop Cotton's and St. Andrews' Schools have been established by the English and Scotch chaplains respectively, for the education of European and Eurasian children. The other two institutions are intended chiefly for natives. They belong to the Wesleyan Mission, and have been many years in existence. St. Andrews' obtained a grant-in-aid during the year under review.

Bishop Cotton's School.  
Native Educational Institution.  
St. Andrews' School.  
Wesleyan Mission School, Mysore.

43. In Bishop Cotton's School and the Native Educational Institution a considerable increase of scholars has taken place. The number

of successful candidates from each school in the last University examination was as follows :—

		Matriculation Examination.	
Bishop Cotton's School...	...	4	(2 in the first class.)
Native Educational Institution...		4	
St. Andrews' School ...	...	3	
Wesleyan Mission School, Mysore		4	(1 in the first class.)

#### 44. Statistical information.

Number of Insti- tutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average total.	Cost to Government.
4	680	30,245	41,176	71,421	105—0—5	44—7—7

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahome- dans.	Others.	Total.
9,691	14—11—10	470	19	182	671

#### 2. Schools of the Middle Class.

45. All the schools placed under this head are located in Bangalore. The number of pupils in the Cantonment Boys' School having declined very considerably, in consequence of the establishment of the superior schools mentioned in the preceding paragraph, it was resolved to withdraw the grant from the beginning of the next official year. The Ordnance school, situated in the fort of Bangalore, has suffered from the removal of the Public Offices to the Cantonment, whereby many of the former residents have been drawn away to that part of the town. The other schools have very well maintained their position.

Cantonment Boys' School  
 " Orphanage.  
 Ordnance School.  
 St. John's District School.  
 St. Joseph's Catholic Seminary.  
 St. Patrick's Catholic Seminary.



46. *Statistical information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average total.	Cost to Government.
6	342	6,060	6,563	12,623	36—14—6	17—11—6

  

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
1,218	3—6—3	86	5	268	359

3. *Schools of the Lower Class.*

47. These are all vernacular schools, except the Ragged school established by the chaplain of St. Mark's for the children of drummers in the native regiments. The most elementary English is there taught. In the Catholic Schools at Mysore, and at Blackpalli in Bangalore, a little English instruction is given along with Tamil. All have been satisfactorily conducted during the year. Several branches, including one for girls, have been opened in connection with the Blackpalli School.

48. The Hindustani schools are thirteen in number, all under native management. The reports on these have been for the most part favorable. In the Madrasa Muhammadia some English lessons have been introduced. The Madrasa Islamia in Bangalore, and the Madrasa é Bowring in Mysore, have been conducted with less efficiency than in former years. The Hindustani school at Shimoga has been greatly disturbed by disputes regarding the management.

49. The Sanskrit and Canarese School received a grant during this year, as did also the Catholic Schools at Shethalli, where Canarese is the medium of instruction. The former is situated at Melkote, a

sacred place and a seat of learning, in the Hassan district. The latter is in the same district. It is attended entirely by the children of cultivators and enjoys much popularity.

50. The remaining two schools are Tamil, but the Sadur Veda Siddanta Seminaries not exclusively so, as they provide for instruction in Telugu and Canarese besides. The last named are exceedingly well managed institutions.

51. *Statistical information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average total.	Cost to Government.
20	1,853	6,325	7,794	14,119	7-9-10	3-6-6
Fees.			Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans	Others.	Total.	
1,729	0-15-3	565	958	284	1807	

4. *Female Schools.*

52. Of these, five are established for European and Eurasian children alone. The condition of Bishop Cotton's School has improved. The Cantonment Girls' School on the other hand was almost emptied, and as in the case of the Boys' School, and for similar reasons, the grant has been withdrawn. The St. John's Districts' Schools are invaluable to the neighbourhood in which they are situated. The Infant school has been classed with female schools as coming more appropriately under that head than under boys' schools. The grant to the Wesleyan Mission English Girls' School was augmented.

53. In the Convent, besides the English schools, there are separate vernacular departments, where both Tamil and Canarese are

studied. A little English again is taught in the London Mission Canarese Boarding School and in the Wesleyan Mission Tamil Girls' School. The former received a grant during the past official year.

54. Of the purely vernacular schools, three are Canarese, four Tamil, and one Hindustani.

55. The operations of the London Mission Canarese Girls' Day Schools have been attended with much success. The number of pupils in them is larger than in any other girls' schools in the province. The grant to these institutions has been increased. The Catholic School at Shethalli is a Canarese school. It received a grant last December, and is well reported of.

56. Among the Tamil schools bearing a good character may be named the long established Hindu Female School, managed with much ability by a native committee; and also the Wesleyan Mission Caste Girls' School at Alasur, a populous suburb to the east of Bangalore.

57. The Mahomedan Female Institution is unique of its kind, and an object of singular interest. It was established last June by a committee of Mahomedan gentlemen, and, in spite of popular prejudice, is attended by the large number of 115 girls. This school received a grant-in-aid in January.

58. *Statistical information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average total.	Cost to Government.
16	1204	6,220	11,475	17,695	14-11-1	5-2-9
Fees.			Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.	
3,329	2-8-11	871	126	304	1301	

### 5. *Normal Schools.*

### 6. *Other Schools for Special Education.*

59. There are no private schools under either of these heads receiving grants from Government.

### 7. *Private Unaided Schools.*

60. Many of the indigenous and other private schools of the country have been visited by the Inspectors, but there are none placed under formal and regular inspection. An account of such as have been examined during the past year will be found in Appendix IV. together with a description of the customs prevailing in Hindu schools.

## VI. SCHOLARSHIPS.

61. A few scholarships, to the extent of Rs. 45 a month, have been given to poor and deserving students of the High School, who had matriculated but were unable without assistance to remain longer at school to fit themselves for the more advanced examinations. The stipends paid to students of the Normal School may also be considered as coming under this head. They have been referred to in the paragraph on that institution.

## VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

62. No regular examination is held for the public service, but appointments are generally bestowed on those who have received some amount of education at school. Hence the desire among respectable natives for instruction, especially in English, as they have observed its importance as a means of gaining employment in the first instance and of advancement afterwards. Many voluntarily pass the General and Special Test examinations of the Madras Uncovenanted Civil Service, that their knowledge may be certified by authority. The General Test referred to is easier than the University entrance examination, and within the capacity of advanced pupils from the Government inferior anglo-vernacular schools.

## VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

68. English is taught in all the Government schools of the higher and middle classes, but not alone; Canarese is regularly studied by every pupil, a progressive course of instruction in the literature and

grammar of that language being included in the curriculum. A good English education is now probably within the reach of all, and it is not intended at present to increase the number of anglo-vernacular schools established by Government.

#### IX. BOOK DEPARTMENT.

64. The operations of the Book Department have largely increased. The aggregate sales in the Central and Branch Depôts amounted to Rs. 12,478 for the year, namely Rs. 9,564 in the former, and Rs. 2,914 in the latter. A very considerable proportion of this sum has been obtained by the sale of school books, the demand for which can scarcely be supplied quickly enough, but works on general literature also meet with ready purchasers. It is becoming less difficult to dispose of even books of an expensive kind.

65. Most of the elementary English and Canarese school books are printed in Bangalore at the Government Press, and are noticeable for their cheapness and good typography. A series of vernacular maps is still wanting.

66. During the past year there have been printed by Government, the English First Book, Canarese First Book, and Canarese Poetical Anthology, in part ; and the Shabda Mani Darpana in full. The latter is a valuable grammar of ancient Canarese and a scarce work.

67. In conclusion I may add, that until the month of February the office of Director of Public Instruction was held by Mr. J. Garrett, who then obtained leave of absence to Europe on sick certificate.

I have the honour to be,

Sir,

Your most obedient Servant,

B. L. RICE,

*Offg. Director of Public Instruction.*

## APPENDIX I.

## GOVERNMENT SCHOOLS FOR GENERAL EDUCATION.

## Nundidroog Division.

## BANGALORE DISTRICT.

Bangalore	..	..	High school.
Do.	..	..	Normal School.
Do.	..	..	Engineering School.
Chinnapatam	..	..	Anglo-Vernacular School.
Do.	..	..	Canarese School.
Devanhalli	..	..	Anglo-Vernacular School.
Do.	..	..	Canarese School.
Dodda Balapur	..	..	Do. do.
Hoskote	..	..	Do. do.
Kanakanhalli	..	..	Do. do.
Magadi	..	..	Do. do.
Sarjapur	..	..	Do. do.
Yelahanka	..	..	Do. do.

## KOLAR DISTRICT.

Kolar	..	..	Anglo-Vernacular School.
Do.	..	..	Canarese School.
Do.	..	..	Hindustani School.
Chikka Balapur	..	..	Anglo-Vernacular School.
Do.	..	..	Canarese School.
Chintamanipet	..	..	Do. do.
Goribidnur	..	..	Do. do.
Mulvagall	..	..	Do. do.
Narsapur	..	..	Do. do.
Shrinivasapur	..	..	Do. do.
Sidlaghatta	..	..	Do. do.

## TOOMKOOR DISTRICT.

Toomkoor	..	..	Anglo-Vernacular School.
Do.	..	..	Canarese School.
Do.	..	..	Hindustani School.
Chikka Naikanhalli	..	..	Anglo-Vernacular School.
Do.	..	..	Canarese School.
Honnnavalli	..	..	Do. do.
Kortagiri	..	..	Do. do.
Madgiri	..	..	Do. do.
Sira.	..	..	Do. do.
Turvekere	..	..	Do. do.

## Ashtagram Division.

## MYSORE DISTRICT.

Mysore	..	..	Rajah's School.
Hoonsoor	..	..	Anglo-Vernacular School.
Yelandur	..	..	Do. do.
Nanjangode	..	.	Canarese School.

## HASSAN DISTRICT.

Hassan	..	..	Anglo-Vernacular School.
Narsipur	..	.	Do. do.
Do.	..	..	Canarese School.
Arkalgode	..	..	Do. do.
Belur.	..	..	Do. do.
Harnhalli	..	..	Do. do.
Sakleshpur	..	..	Do. do.

## Nugur Division.

## SHIMOGA DISTRICT.

Shimoga	..	..	Anglo-Vernacular School.
Do.	..	..	Canarese School.
Shikarpur	..	..	Anglo-Vernacular School.

Shikarpur	..	..	Canarese School.
Channagiri	..	..	Do. do.
Holé Honur	..	..	Do. do.
Sagur.	..	...	Do. do.

## CHITULDROOG DISTRICT.

Chituldroog	..	..	Anglo-Vernacular School.
Do.	..	..	Canarese School.
Do.	..	..	Hindustani School.
Harihar	..	..	Anglo-Vernacular School.
Do.	..	..	Canarese School.
Hosadroog	..	..	Do. do.
Paugada	..	..	Do. do.

## KADUR DISTRICT.

Chikka Mogalur	..	..	Anglo-Vernacular School.
Banavar	..	..	Canarese School.
Birur.	..	..	Do. do.
Kadur.	..	..	Do. do.
Tarikere	..	..	Do. do.



## Nundidroog Division.

### BANGALORE DISTRICT.

1. There were reported to be 459 students in this institution at the close of the official year, which is the largest number attending any one school in the Mysore country. The standard of instruction in the most advanced class is that appointed by the Madras University for the B. A. degree. Last December ten of the scholars matriculated, one of them in the first class. One student passed the First Arts examination. Some months ago it was proposed to form a regular college department, but this plan was not carried out. The annual examination of the school was held in October, and conducted in the higher classes by means of written papers. The reports of the examiners were generally favourable, as will be seen from the sub-joined extracts.

BANGALORE.  
The High School.

#### *Reports on the F. A. Class.*

2. The examiner, Mr. Best, B. A., Acting Head Master of the Bellary Provincial School, having left this part of India, Mr. Rice, Inspector of Schools, valued the answers. Of the 120 marks allotted to the subject, two students gained more than one half, and three others more than one third but less than a half. It may therefore be said that five out of the eight candidates have done fairly. I may be allowed to caution them however against adhering too literally to the notes and explanations contained in the edition they have been using of the appointed works. However useful as aids, these annotations are not designed to be committed to memory for re-production at the examination.
- English.
3. The Rev. C. Campbell, B. A., reports as follows:—"B. Venkatapati Ayangar has obtained the greatest number of marks, viz., 63 of the maximum
- Canarese.
80. His writing both in English and Canarese is remarkably good,

and the spelling pretty accurate. Some of his mistakes in parsing rather surprised me, considering the proof of good scholarship exhibited in other parts of the paper. He can translate well, and with some degree of spirit, both from Canarese into English, and from English into Canarese. Of this he had given good proof in the prose paper. But the translations of the Canarese and English poetry are not so successful. S. Venkatavaradiengar, and C. Narrain Rao have also done very well, and received 59 and 54 marks respectively. Their papers afford evidence of their diligent application and study. As printing has been only recently introduced into this country, it is not matter of surprise that there should be much diversity in spelling of Canarese words even among the learned. But now that the press is being brought into active operation, and the number of books is yearly increasing and being widely circulated, I would urge upon our young scholars due attention to accuracy in this respect."

4. Captain G. E. Callander, R. A., reports "that the two first on the list did well, particularly S. V. Varadiengar, for if there had not been one or two slight errors in his working of the questions, he would have obtained full marks for all the questions he tried. As it was he answered all but two, and it would seem probable from the style of his answers that he might have done the others if he had had a little more time. The answers of the last four were on the whole not satisfactory, and in one instance, that of D. Subbaiya, very careless."

5. "The result of this examination (remarks Captain Callander.) is, I am sorry to say, as far as regards the algebra, unsatisfactory, with one exception, that of S. Venkatavaradiengar, whose papers were very good. The rest did very little in algebra. The Euclid was tolerable. The answers of S. Venkatavaradiengar were excellent, his demonstrations complete, neat, and highly satisfactory, the reason for each step being rarely if ever omitted, and I had great pleasure in awarding full marks for his Euclid paper."

6. The Rev. J. Bamforth, Principal of Bishop Cotton's School, says:—"I have the pleasure to forward the results of my examination of the F. A. class in history and geography. It will be seen from

the order of merit that, of the eight students, three, Mahomed Alli, Rama Rao, and B. Venkatapati Ayangar, have obtained  $\frac{3}{4}$  marks or more ; three  $\frac{1}{2}$  or more ; and the remaining two  $\frac{1}{4}$  or more, a very satisfactory result."

### *Reports on the Matriculation Class.*

7. The Rev. J. Bamforth, who examined in this subject, says :—

English. "Of the thirty students, one, J. Lawrence, has obtained more than  $\frac{3}{4}$  of the standard ; eight  $\frac{1}{2}$  marks or more ; and eight others  $\frac{1}{4}$  or more. This result I consider highly satisfactory. The great majority of the pupils evinced a very good knowledge of the text books, both with respect to the subject matter and the paraphrase and analysis of sentences. They have also been well grounded in their grammar and syntactical constructions."

8. The Rev. B. Rice reports as follows :—"The answers of the

Canarese. students are, as might be expected, of different degrees of merit. About one third of the whole are very fairly done. Another third shew good progress, although they are not equal to the first. The remainder are more or less defective. A good proportion of the papers shew a respectable acquaintance both with English and Canarese. In the best papers the sense of translated passages is for the most part correctly given, but they are not sufficiently idiomatic. This is a point to which the attention of native students, in general, needs to be specially directed. They should aim at greater accuracy in their translations as it respects idiom, spelling and stops. Neatness of writing might also not be neglected."

9. Mr. J. Lacey, B. L., says :—"I am happy to report that on the whole the boys have done very fairly indeed.

Arithmetic. Slaney gained the greatest number of marks, and next to him B. Ramaswamiengar. Eight boys obtained more than half marks ; thirteen more than one fourth ; and the remaining ten, less than one fourth. Of the latter, two boys got no marks at all, not having answered a single question correctly. The senior boys appear to understand the questions well, and promise in time to become good arithmeticians.

In order to test their ability in applying the principles of arithmetic to the ordinary calculations required in a public office, I set the boys two sums, one regarding pleaders' fees, and the other the stamp required for a plaint, both simple ones; but few evidently understood these questions, as only four boys worked them correctly."

10. Mr. W. A. Porter, M. A., Principal of Combaconum Provincial College, says :—"About one third of the class

Euclid and Algebra. have answered very creditably, obtaining one half of the full marks or upwards. Another third have also done fairly. The remainder, I think, are somewhat below the standard required for a matriculation class. I am happy to state that the style of the answers with respect to neatness of writing and clearness of arrangement was throughout good."

11. Mr. B. L. Rice, Inspector of Schools, reports that the number of students who sent in answers to the questions was thirty. Of the 80 marks assigned

History. to the examination paper, five obtained more than one half; eight between one third and a half; and five between one fourth and a third. The remaining twelve candidates failed to obtain a satisfactory quota, ten of them getting less than 12 marks each. The highest number of marks gained by any one boy was 61, and the lowest, one. One question had reference exclusively to chronology, and was badly answered by all. The general results of the examination however are satisfactory, as 18 out of 30, or 60 per cent of the pupils in the class, may be considered to have passed.

12. Mr. L. Ricketts, Registrar General, and Judge of the Small Cause Court, says :—"With a few exceptions, the

Geography. class has done very fairly indeed, particularly the boys who have reached up to the standard of 20 marks out of the maximum of 40. The answering, handwriting, and generally neat and correct paper of Desikachari, fully entitle him to the first place, though it will be observed that R. Soobha Rao, C. Madava Rao, A. Seshagiri Rao, and even B. Ramaswamiengar are not very far behind him. Considering that my paper was not altogether an easy one, and that this is the first time of their undergoing the ordeal of a written examination, which requires some experience and knack even when well up in their subject, I am of opinion that the boys on the whole have

acquitted themselves very creditably, and evinced a sound and correct knowledge of the subject in which I had the pleasure of examining them."

13. The lower classes were examined by the Principal and the Assistant Masters. "The results were generally satisfactory, but the English papers of the first class, with the exception of two, were very poor indeed."

14. This school which was formerly in a very flourishing condition was almost entirely deserted by its pupils, owing to ill feeling excited against the head master. During one month, the attendance in the English branch did not average 4 boys; and in August, the numbers in the Canarese school barely reached an average of 2. On the appointment of a new head master, in December, the school immediately began to recover from the state of decline into which it had fallen, and has continued to improve up to the present time.

CHINNAPATAM.  
Anglo-Vernacular School.

15. The report on the last inspection is as follows:—"When the present head master took charge of the school, the highest class was a fifth. Classes III and IV have been re-formed of scholars who had left school and returned on the appointment of the new master. Throughout the school, the standard of the Canarese is proportionally lower than that of the English studies. In Class III, no Canarese poetry is read, and the attainments in Canarese grammar are very elementary. On the whole, however, I was well satisfied with this class, and also with the fourth, both of which are instructed by the head master. In Class V, one or two boys did fairly, but as a whole it did not shew to advantage. Of Class VI, four boys were present, each of whom formed a separate division, and none of them was reading the complete course laid down for the lowest class. The state of the two lower classes was not so satisfactory as that of the two higher.

16. "The Canarese school is reviving, but displays very little vitality yet. Its numbers having risen from 2 to 24 is so far a good sign, but the pupils are of a very low standard."

Canarese School.

17. There has been little change in the condition of this school. The formation of a separate Canarese branch in connection with it has been attended with success, and promises to augment the number of scholars, which had previously shewn a tendency to diminish.

DEVANHALLI.  
Anglo-Vernacular School.

D

18. One pupil had been studying with the head master for matriculation. I examined him in English poetry and mathematics, and have no hesitation in saying he would fail to pass. I have recommended him to come to Bangalore and join the High School, with the view of preparing for next year's examination. The general discipline of the school is decidedly better than when I last saw it. The attainment of a higher standard before long is, I trust, not impossible.

19. This branch was properly formed only in August, and may be  
Canarese School. expected to increase.

20. This school has made good progress ever since its establishment. Some inconvenience in the situation of  
DODDA BALAPUR.  
Canarese School. the school-house prevented so large a number of pupils from joining as might have been expected from a town of such considerable size. Notwithstanding this disadvantage however, the attendance was very fair, amounting to 89. In December, the proposal of a private school-master to transfer his pupils to the Government school, on condition of his being made an assistant, was accepted, and the effect has been to raise the numbers to 90, making this now the largest of our Canarese schools.

21. A report written before the change says :—This is the first time this school has been inspected since its establishment, and it gives me pleasure to remark that very creditable progress has been made during that time. The master is interested in his work, and is a good teacher. The school building is unfortunately situated outside the town, and people are afraid to send little children so far by themselves. This is the principal reason why the number of scholars is not greater.

22. This school was established at the end of 1866, and has been  
HOSKOTA.  
Canarese School. well attended by the boys of the town. The highest class is a third.

23. The boys have evidently been well taught, and the teachers command the respect of the inhabitants. The school is held in an enclosed mantapam, which, of all the native buildings used for this purpose in different parts, is the least objectionable that I have seen. It is however somewhat out of the way.

24. A new school-house will soon be erected in a more convenient position.

25. This school was for many months altogether abandoned by the pupils, who were not satisfied with instruction in Canarese, and wished for an English school. The head master is no doubt partly to blame for the failure of the institution. By the Commissioner's orders, the school was closed in January, and it seems likely that it will be necessary to abolish it altogether, as the inhabitants have given no indication of a wish that it should be re-opened.

KANKANHULLY.  
Canarese School.

26. This a well attended school, containing 57 registered scholars at the last inspection.

MAGADI.  
Canarese School.

27. The boys are arranged in two classes, a third and a fourth. The fourth class did much better on the whole than the third. This is owing to the difficulty of inducing the boys in the latter to purchase the class books. Only the head boy was well prepared in his lessons, and with him I was much pleased. The upper boys of the fourth class will now be promoted to the third, and judging from their progress hitherto, I think the higher class will be greatly improved by their admission to it. Both the masters seem to have discharged their duties in a praiseworthy manner, and it gives me pleasure to add that their exertions on behalf of the school are heartily seconded by the amildar.

28. This is a newly established school, and contains already between 40 and 50 pupils. School premises of the standard design have been lately completed and occupied. The head master is a steady and clever man, under whom the school is likely to make good progress.

SARJAPUR.  
Canarese School.

29. This also is a new school, opened in November with 37 boys as pupils, which is a good attendance considering the size of the town. The Inspector's report states :—

YELAHANKA.  
Canarese School.

30. "The classes are a third and a fourth. The commencement that has been made may be regarded as satisfactory and indicative of future success. The teacher possesses the ability and energy necessary to raise and sustain the standard of a new school, while on the part of the scholars, regularity of attendance, and a readiness to meet the expense of books and school fees, shew a desire for improvement. The Government school is the only one in the town."

## KOLAR DISTRICT.

31 This school has fully maintained the high character which it has hitherto borne. On the representation given in the report copied below, sanction was obtained from the Supreme Government for raising the school to a superior grade. The head master's salary was at the same time increased, and an additional assistant master appointed.

KOLAR.  
Anglo-Vernacular School.

32. The number of registered scholars is 144, which, compared with 120, the strength of the school at the time of my last inspection, shews an increase of 20 per cent for the twelve months. The English branch now contains 72 pupils, the Hindustani 48, and the Canarese 24.

33. The first class was examined by means of written papers in the English language and mathematics. Of the examination papers I may remark that the questions are similar to, and in some cases identical with, those given to boys of the corresponding grade in Hassan Government school. My object in applying a common test to the two schools, namely, the one here and that at Hassan, was that I might be enabled to estimate with some degree of accuracy the relative attainments of the most advanced students in both, as the schools are of the same standard. From the results it appears that in English the boys of the Kolar school are a little in advance of those at Hassan, while in arithmetic and algebra they are more backward, as well as in Euclid. On the whole however they are pretty well on a par.

34. The second class did worse altogether than any other. This is explained by the master to be owing to the difficulty, while simultaneously instructing two different classes, of giving proper attention to either. This excuse may be extended to all the classes from the second to the fifth. The explanation appears to me reasonable, and I would urge the immediate appointment of another assistant to take charge of the two lowest classes.

35. Notwithstanding the drawbacks above mentioned, I have no hesitation in saying that very sensible progress has been made since my last inspection, more especially in the first class.

36. The report on the Hindustani school will shew how efficient has been the instruction imparted in that branch during the past year. The organization of classes according to my Circular No. 3

Hindustani School.



of the 18th September 1866, and the following out of the graduated course of study there laid down, have produced most favorable results, and the school is altogether in a very satisfactory condition. It is intended to form a second class from this time, promotions being made also in the subordinate grades.

37. The Canarese school is held in a separate building, a hired private house. It does not seem to me at all suitable for the purpose, though said to be the best that is available. The condition of the school is still elementary, as the pupils belong to a class of the population that will not allow their sons to remain more than a very short time at school. A few weeks ago, nine boys, the whole of the third class, were withdrawn, as they were considered by their relations to have acquired as much knowledge as they were likely ever to need.

38. In reviewing the state of the whole school, in all its branches, I feel that I cannot speak of the head master in terms of too great praise. In spite of obvious disadvantages, his school has attained as high a position as the most advanced of the Mysore provincial schools. The excellent order which prevails in every division is a farther evidence of their proper management, and of the careful oversight which they have received.

39. I think that, in common justice, the school should no longer be classed among inferior schools, but be forthwith recognized as of the superior rank, to which it in reality belongs. And in recommending this alteration of the standard to which it is assigned, I desire very particularly to set forward the undeniable claims of the head master to a considerably higher salary.

40. I may, in concluding the report on this school, mention that the prizes apportioned by Government were to-day publicly distributed by the Deputy Superintendent of the district, in the presence of the principal residents and the relations of the pupils.

41 This school has been well managed throughout the year, and occupies a good position as compared with other schools of the same grade.

CHIKKA BALAPUR.  
Anglo-Vernacular School.

42. The whole number of scholars is 72, of whom 42 belong to the English department and 30 to the Canarese. It speaks well for the school that only 2 boys were absent. I regret that the aggregate of pupils shews a decrease of 22 since my last inspection, at which time there were 58 English and 36 Canarese students. Of the whole 94, however, only 80 were present, and the decrease now exhibited may be more apparent than real, being due to a stricter enforcement of the rules for attendance.

43. Regarding the English branch I am glad to observe the marked improvement that has taken place since my last visit. I then had to remark that the junior classes seemed on the whole in a more satisfactory condition than the senior. This is no longer the case, and while the former have not declined, the latter are, as they should be, superior in most respects.

44. The progress of the school during the past year is attributable, I think, to the head master, who seems to feel more interest in his work, and to exercise more thoughtfulness in regard to it. The laying down of a course of studies has acted most beneficially in this case by providing an object for the expenditure of time and trouble, and rendering possible the recognition of successive stages of progress. The school will be advanced a grade by the promotion of the third class boys to form a second class, transfers being made in the subordinate ranks according to qualification.

45. The new assistant master, a certificated student of the Normal School, has made a good beginning.

46. The Canarese school is of the lowest grade, and all the pupils are very young. The want of improvement in this branch is partly due to the dissatisfaction of the principal master with his present post. He also entertains an undisguised objection to the admission of boys without caste, of whom there are three in the school. He is a good teacher, but I am sorry he has not better results to shew.

47. This school has been in operation several years, but has never risen to any prominence. There are evident drawbacks to its success in the nature of the population at Chintamanipet. It is a great trading place, and the merchant class are not as a rule desirous of more than an elementary education for their children. Add to this that the people are mostly Telugu, and do not value Canarese so highly as to take advantage of the Government school to obtain instruction for their sons in that language.

CHINTAMANIPET.  
Canarese School.

48. The number of scholars is 40, of whom 36 were present at the examination. The master is evidently painstaking, but I am sorry to observe a want of method in his arrangements. The assistant, appointed without my knowledge, is very youthful.

49. This school was established a year ago, and now contains 33 scholars. This attendance is very satisfactory, as the town is a small one. The school

GORIBIDNUR.  
Canarese School.

suffered for some time from the unpopularity of the first head master, who became involved in disputes with certain of the officials of the place. A change for the better has taken place since his removal.

50. The present master, transferred from Belur, has already won the esteem of the people by his unassuming behaviour and application to his work. They very generally express satisfaction at the appointment of this man in place of the former master. The town of Goribidnur is by no means large, and derives importance entirely from being the talook head quarters. I am assured that all available pupils now attend the school, and that there is no prospect of the number being increased. This, as well as the low standard of the pupils, is a matter of regret to the master.

51. This school has been removed into the new premises, and the  
**MULYAGAL.** head master, who had become very unpopular,  
**Canarese School.** was transferred to another station.

52. With the transfer of the old master, the general animosity to the school on the part of the residents has ceased, and there is reason to expect that a larger number of pupils will be in attendance before long. Considering the short time the present master has been here, a fair amount of progress has been made, and I am glad to observe that notwithstanding his youthfulness he is exerting himself in a commendable manner in the discharge of his duties.

53. Although established in a small town this school has been  
**NARSAPUR.** well attended, and contains now 41 pupils.  
**Canarese School.**

54. I am glad to be able to report well of the school. The master's efforts for its advancement have been very praiseworthy, and the people appear to feel much interest in the institution. Owing to the removal of the shaikdar, from whose house alone 8 pupils attended, some diminution has lately taken place in the total number. It is however, notwithstanding, a larger school than many that have been much longer in existence. The premises consist of an enclosed choultry, which is very much in want of light and ventilation.

**SHRINIVASPUR.**  
**Canarese School.**

55. Of this school the following report was made.

56. Against 33 pupils belonging to the school at the time of my last visit, there are now 40, 37 being present. Of this number,

no less than 24 are Mussalmans, some of them young men : these are all however in the lowest class.

57. It gives me pleasure to state that a very sensible improvement has taken place in this school since I last saw it. The master has brightened up in a most unexpected manner, and the lessons have been well taught. I think the laying down of a course of school studies has been the principal cause of the change, by shewing the master how much had to be done before his school could occupy a creditable position.

SIDLAGHATTA.

Canarese School.

58. This school is in much the same condition as last year.

59. I regret that no higher standard has been attained than that of the fourth class. This is partly owing to the causes formerly stated which operate to make the school unsuccessful, and partly to the master's not distinctly understanding the arrangements which have been made regarding the course of studies to be pursued. I have reason however to expect that an alteration will be made for the better before the next visit of inspection. For the master now clearly sees what is expected of him, and, a matter of great importance, the curiosity of the people seems to have been excited with reference to the Government school, as the room was densely crowded during the examination. Of the master I still entertain a high opinion, and think that, if the materials were at his disposal, he would have an excellent school.

60. The disadvantageous situation of the school, as before explained, continues to be a chief matter of complaint. Not only is it outside the town, but it is on the wrong side, in a quarter which is never visited by the people. I may here mention that it is a spot associated with a peculiar superstition. For I am informed that when the people are attacked by severe fever or other sickness of a dangerous character, they make small idols of clay, which, after performance of the ceremonies imagined to be efficacious in such cases, they bring out and cast away in the tope adjoining the school ; thus, as they suppose, ridding themselves of the noxious infection ; which, by a further easy effort of the imagination, may be considered naturally to adhere to that region. This, together with the unprotected nature of the place, which renders little children liable to be robbed of their ornaments, an instance having occurred only a few days ago, makes parents unwilling to risk sending their boys there. The master has therefore to appoint a place of rendezvous within the town, where all the pupils assemble that they may go to school in a body accompanied by him.

## TOOMKOOR DISTRICT.

61. It became necessary in the middle of 1867 to remove the head master of this school, and the vacancy thus created was filled up by the master from Chituldroog. Although one of the oldest in the province, this school was much below the standard to which it ought to have attained. Under the present master, the classes have been re-organized, and other changes introduced which have resulted in a favorable re-action. Steady progress may in future be looked for from the encouraging aspect which the school now presents. A recent inspection report states :—

TOOMKOOR.  
Anglo-Vernacular School.

62. "The present head master has had to re-organize every branch of the institution. In doing this, he has adhered strictly to the scheme laid down for Government schools. The internal arrangements affecting the classes, hours of study, &c., indicate good judgment. The studies of the highest class which have been those appointed for a fourth class, will now be raised to the next grade. The Third Book was plainly too difficult for most of the class, as none but the simplest sentences were correctly explained or translated. The Canarese examination I consider a failure. But it was urged by the master that the Canarese grammars were received only two months ago. In other respects the proficiency of the class is creditable. Class V failed to come up to a fair standard in history, but on the whole I was satisfied that it had been well instructed. Class VI calls for no special remarks, except that history had not received due attention. But from the nature of the text book, it does not appear to me reasonable to expect sixth class boys generally to excel in this subject.

63. "With the Canarese branch I was somewhat disappointed, as the master, although not trained, is a good teacher, and has always shewn himself attentive. The examination in arithmetic was a decided failure, only four boys being correct in the working out of examples involving simple addition and subtraction. Reading, writing and spelling however were good. I am disposed to think that an improvement will be apparent when the present scheme of study has been a little longer in force."

64. "In conducting the examination of the Hindustani school, I was assisted by the nazir of the Native Assistant's Court. The result of the examination was generally favorable. In arithmetic the operations as far as multiplication were fairly understood, but in general application of the rules the boys were very slow."

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65. This school has been hitherto fairly but not numerously attended. Within the last three months, however, nearly the whole of the pupils have been withdrawn. There is reason to believe that this conduct has been instigated by interested parties, who were not disposed to give up a site which had been selected for a new school building. The piece of ground has since been condemned by the Executive Engineer as being unfit for the foundation, and no other site being available, it has been decided to purchase the premises now occupied by the school. It is to be hoped that the ill-feelings of the people will thus be allayed, and the school be restored to a healthy condition. The Inspector who recently visited the station writes :—

CHIKKA NAIKANHALLI.  
Anglo-Vernacular School  
and Canarese school.

66. "Owing to the paucity of pupils, five in number, I have deferred examining the school for the present. I inquired into reasons for this unusual decrease in number, which has been evidently caused by a combination of the inhabitants for some purpose, and I was informed by the teachers that the people are annoyed in consequence of the Government purchasing a piece of ground for the school, which they wanted for other purposes. But from what I could gather from a number of inhabitants assembled at the amildar's cutcherry, I believe the people are not satisfied with the manner in which the children are taught in our schools. They urge that the books are expensive, and subjects taught which they do not require their children to learn."

67. There was formerly an anglo-vernacular school at this station, but on the removal of the talook cutcherry to Tiptoor it was transferred to Chikka Naikanhalli. The Canarese school however was retained, but has never met with much success. The number of pupils is exceedingly small, which the Inspector attributes to a preference on the part of the people for their own indigenous schools. He says :—

HONNAVALLI.  
Canarese school.

68. "I cannot attribute any blame to the master, for the children brought forward for examination did very well in reading, spelling and arithmetic. They also pointed out places very readily on the map, but when closely questioned about the map and the symbols used, they did not understand their uses. The master appears to be a painstaking teacher, although he has failed to acquire the confidence of the people."

69. This school was established in the past year, and now contains 21 pupils. The town of Kortagiri is not a large one, and the school will therefore probably never be so numerously attended as the Canarese schools in more populous districts.

KORTAGIRI.  
Canarese School.

70. This school contains a large number of scholars, larger than can be efficiently taught by one master. Application has been made for an assistant, on whose appointment the inconvenience now felt in the management of the various classes will be removed. The Inspector writes of the school thus:—

MADGIRI.  
Canarese School.

71. "Its general state cannot be termed good, yet the partial failures indicated do not appear to me evidence of inefficiency or neglect. I believe the school-master has worked hard, but since a third class has sprung up, his duties have been more than one man can accomplish. With an assistant, the head master will be able to devote a due share of attention to his own class, and probably the number will increase, as several boys, after attending the Government school for some time, left it, on account of the impossibility of every class receiving a full share of the master's tuition.

72. "The amildar Mahomed Saliah has been at great pains to level and enclose the compound, and in other ways to improve the premises, meeting the expenditure from local funds. In this respect he has shewn more interest than any amildar in the province."

73. This school has received a large accession of scholars under the present master, and the assistant for whom application has been made is much needed. The following is the Inspector's report:—

SIRA.  
Canarese School.

74. "The success of the present master, indicated by the increasing numbers and the proficiency of his boys, deserves notice. The highest class (fourth) read various portions selected by me from the Second Book, also a manuscript which was brought for the occasion from the peshkar's house, but the reading, though intelligent, was spoiled by hesitation in the case of many. In writing to dictation, I found the class spell well and write distinctly; but they were not acquainted with the forms for headings of letters, &c., and the copy books were not neatly kept. In arithmetic, four boys were

in advance of the course laid down for a fourth class. History had been read with care, and the answers were better than I usually receive in vernacular schools; geography had been well taught, and doubtless the pupils would have done still better, had a proper supply of maps been available."

75. This is a new school, in which a good beginning has been made. It is attended at present by 36 pupils who are mostly very young. The Inspector reports as follows:—
- TURVEKERE.**  
Canarese School.

76. "The master requires more experience in teaching to make an efficient instructor. He is said to be generally liked by the inhabitants, and I have great hopes that his school will prosper."

## Ashtagram Division.

### MYSORE DISTRICT.

77. This was in every respect a free school, and was entirely supported by the late Maharajah. It has not hitherto been under the management of the Educational Department, but from this time is to be reckoned as one of the Government schools. It may therefore be well here to introduce some account of the institution. The report of a recent inspection supplies the following particulars:—
- MYSORE.**  
The Rajah's School.

78. "The register of the English department contains the names of 207 pupils, and the vernacular branches, Canarese and Hindustani, number 15 and 12 respectively, making a total of 234. The establishment further provides for a Sanskrit and a Mahratti branch. The former is represented by a munshi, who has no pupils, and the attendance of the latter never exceeded 6 boys. The curriculum of study adopted in the English school is about on a par with that of the Government schools at Hassan and Shimoga. But the distribution of teaching power struck me as rather anomalous. During two days' inspection, I was only able to take each class in one or two subjects. In addition to the *visà voce* examination of Class I, I looked over the written answers to papers set by the head master at the last weekly examination on portions of Cowper's Task. Many of them were indicative of ability, two I considered very good. The degree of proficiency attained by the other classes varied considerably.



79. "The Canarese school consists of 18 boys, of whom 12 have not got beyond the alphabet. The three who form the highest class, can read the Third Book, and work sums in the simple rules. A trained teacher should be selected and placed in charge of the Canarese branch, probably the need for an assistant would speedily arise.
- Canarese School.
80. "The Hindustani school is of a very elementary description. The names of 12 boys are on the roll, but the average attendance barely reaches 7. The majority are little boys who read the Koran. Classification has not been attempted."
- Hindustani School.
81. This school has been put to much inconvenience for want of suitable premises. The old school-house was past repair, and fell in during the rains. One of the Commissariat godowns, temporarily placed at the disposal of the department by Captain Magrath, has been since that time used as a school-room. It is intended however shortly to erect a new building for the purpose.
- HOONSOOR.  
Anglo-Vernacular School.
82. The school now contains 47 pupils, which is 11 more than there were a year ago. The average attendance appears to be good. The mathematical subjects have not been so perfectly studied as could be wished, and I have directed that more attention should be paid to them in future. The Government establishments in Hoonsoor which last year had been given up, have now been re-opened, and a considerable accession of pupils to the school may be expected.
83. It is proposed to appoint a Canarese master, but this measure must be deferred until the new building is ready for occupation. When all the arrangements have been made there is little doubt that the school at this place will become one of the most important in the province.
84. This school has made a most promising beginning, and is attended by nearly 50 scholars.
- YELANDUR.  
Anglo-Vernacular School.
85. The boys are very regular in their attendance. They are without exception Brahmans, and all of them seem to be well off. Applications for admission have very lately been made by 20 boys of other castes. The school is of too recent establishment to have advanced beyond the lowest or sixth grade, although some of the

pupils are young men. A very promising commencement has nevertheless been made, and, which is of importance, the boys have generally acquired a good pronunciation. The first division will now be promoted to form a fifth class.

86. Great credit is, I consider, due to the master for the satisfactory progress which the school has made in the short time during which it has been in operation. The appointment of an assistant has been submitted for sanction.

87. This school was opened very lately. Its progress has been interfered with by the delay in completing the new school building. When this is ready for occupation, the number of scholars, at present 18, will doubtless receive a large accession.

NANJANGODE.  
Canarese School.

#### HASSAN DISTRICT.

88. The Hassan school has fully established its claim to be ranked as the foremost of the provincial schools. The attendance is larger than at any other, being 105 at the end of the year. The standard of the instruction also is higher than in any other, as testified by the success of three of the pupils in the last matriculation examination. The general management of the school has been highly creditable to the head master, who has been thus fortunate in elevating its character. The school was twice inspected during the year. Extracts from the reports are given below :—

HASSAN.  
Anglo-Vernacular School.

89. Three question papers were set to the first class in English poetry, arithmetic and algebra, and Euclid. The rest of the examination was conducted *viva voce*. I have to remark that the class acquitted themselves satisfactorily in their examination. The defects in reading, which I mentioned in my last report, have been overcome, and the acquaintance of the boys with their studies in both English and Canarese is much improved. Their answer papers were neatly written and well arranged. In mathematics they continue to hold a high position.

90. "Three, out of four students, sent up from this school, passed the Matriculation test in December 1867, and are now preparing under Mr. Haldwell's tuition for the next F. A. examination. Other advanced pupils are preparing for Matriculation. Class II is still

below the standard expected of it, but the measures adopted for its improvement may confidently be expected to prove successful. Arithmetic, a subject in which from the last report there appears to have been an utter failure, was on this occasion one in which they excelled. The lower classes did quite as well as could be expected, but so long as one master has to manage three classes, the work cannot be satisfactorily performed.

91. "I may remark here that the three assistant masters have all received their education in this school from Mr. Haldwell, and I observed with pleasure their ability as teachers, and the interest evinced by them in their work."

92. It is proposed shortly to open a Canarese branch in connection with this school. Application has also been made for another assistant master.

93. The reports on this school have ever been of the most satisfactory nature. Within the last few months the number of pupils has diminished, owing to the transfer to another taluk of some of the officials, whose sons were in the habit of attending. On the examination of the school, the Inspector reports as follows:—

NARSIPUR.  
Anglo-Vernacular School.

94. "The third class acquitted themselves well on the whole. When it is remembered however that all the boys forming this class have been upwards of five years, some of them six years, in the school, the standard attained is not a high one. Students from other schools have matriculated within the same period. Yet with the results of the last six months' work I was quite satisfied, and directed the head master to enter upon the second class course of study. The state of the lower classes was less favourable. Two boys of the fourth class might enter on the next higher course of study, but of the remainder I did not consider any fit for promotion."

95. A remarkable feature in this institution is the preponderance of the Canarese branch, the difference between which and the English branch is numerically even greater than it was at the time of my last inspection. This I attribute mainly to the manifest interest which the Canarese master feels in his work, and to his thorough understanding of the lessons he has to teach. In none of the Canarese schools have the boys been so well instructed in the little histories of England and India as in this. I was able to obtain some intelligible account, not alone of the kings, but of the most cele-

brated men in English History ; whereas in most cases elsewhere, I have found that the mere pronunciation of the names was a task difficult to the masters and impossible to the boys. This school will now have a second class, thus taking the lead of all in the vernacular.

96. Of the whole school, English and Canarese, I may remark that it is a pleasure to examine it. The masters have all done their duty faithfully, and the scholars are really fairly acquainted with what they profess to have studied. An exception must be made in the case of arithmetic, in which the boys did not shew to advantage. It remains for me, while noticing favourably all the masters, to make a strong recommendation on behalf of the Canarese master, that his pay should be increased. This acknowledgment of his services he fully merits.

97. This school has never been well attended, which is due in some degree to its situation.

ARKALGODE.

Canarese School.

98. A greater advance has been made in the language studies than in any others, and the result of the examination in arithmetic was not favourable. I am glad to observe that the school seems to be an object of greater interest to the residents than it appeared to be when I was here last, and I trust that it is beginning to enter upon a course of popularity such as the character of the master warrants.

99. The school at this place was rapidly declining under the present master, when a union was effected with an indigenous school, and the numbers raised to 53. The Inspector's report is as follows :—

BELUR.

Canarese School.

100. "It will be seen that whilst the subjects brought up for examination were generally well understood, they were not of a character to warrant this school being ranked in the second class. The scheme of study laid down has been totally ignored, and the reason assigned for this irregularity is that the boys refuse to purchase or to read the appointed text-books. Objections of this nature are not uncommon, and in the present case I do not consider that the head master was justified in yielding to the extent he has done."

101. This school was recently established, and made a very promising beginning, but after a few months the master's behaviour changed so much that all the boys were driven from the school by his

HARNHALLI.

Canarese School.

inattention and harsh treatment. He has since been removed, and on the appointment of another master many of the old pupils have returned. There are now 20 boys in the school.

102. The attendance at this school has fluctuated considerably from time to time. There are now 26 scholars. The Inspector says :—

SANKESHIPUR.

Canarese School.

103. "I cannot express satisfaction at the state of this school, yet I see no ground for supposing the master deficient either in ability or attention. The prejudice so prominent at Belur against certain subjects of study is apparent here, and the attempt to introduce anything beyond reading, writing and keeping accounts is looked upon as waste of time and labour. In order to encourage the boys to purchase the requisite books and give their attention to the course laid down, I promised that at the next inspection prizes should be given to those who excelled in grammar, history, geography and arithmetic."

## Nugur Division.

### SHIMOGA DISTRICT.

104. The school at Shimoga holds a high position among the District schools, both in the large number of scholars who attend it, amounting now to 103 in the two branches, and in the standard of the instruction, which places it nearly on a level with the Hassan school. The Inspector in his last report says :—

SHIMOGA.

Anglo-Vernacular School.

105. "The pupils of this school have generally passed a more satisfactory examination in their mathematical than in their other subjects of study. In their language lessons, English as well as Canarese, Classes I and III both came short of the appointed standard as laid down in the scheme of study. With regard to the English lessons this deficiency is more apparent than real, as the knowledge of grammar and analysis displayed by the class generally was good, and the failure to reach the limit of the appointed course is owing to the introduction of new text-books on these subjects, which rendered it necessary for a certain amount of ground to be gone over, which, it was supposed, would have been done in a lower class. Canarese, however, there is no doubt, receiv-

ed comparatively little attention previous to the introduction of the present course of study. Some of the answers on poetry shew an imperfect knowledge of Canarese. Most of the papers contain errors in spelling. But three of the boys did well. The Canarese master attributes the partial failure of the class in this subject to the delay caused by the non-arrival of the text-books until nearly the middle of the term. The knowledge of arithmetic was good, and both conciseness and neatness were apparent in the mode of working. Three East Indian pupils recently admitted, were behind the rest of the class, but had made good progress during the half year. The progress in geometry and algebra may also be considered good. The way in which the questions on history were answered was decidedly good, and geography is well taught. The head master has evidently given close attention to this class.

106. "The total absence of a second class creates a gap that will, I fear, hinder any advance beyond the present standard of the school: indeed actual retrogression may be the consequence for a time, as very probably some of the senior pupils in Class I, which now numbers only eight members, will leave the school before others rise to fill the vacancies.

107. "Class III was below the standard in English grammar, composition and Canarese. As in the case of Class I, there had been a delay in obtaining books. In Canarese these boys were about equal to those of Class IV. Their translation was poor, except in the case of one boy, who I ascertained had recently come from the school at Shikarpur. In arithmetic there was an absence of system, the working on the slates being confused and slovenly. I did not consider the history lessons well prepared. But in writing to dictation the spelling was pretty good and the writing neat. I think with attention the class might, notwithstanding the difficulty observed, have shewn better results.

108 "Class IV had done well in English. In grammar it was equal to Class III, but composition, for want of books, had but just been commenced. In Canarese grammar it was only equal to the fifth class standard. The subject never having been studied before, it was necessary to begin at the beginning, and as far as the boys had gone, the work had been satisfactorily performed. Arithmetic as far as proportion was well understood by most of the class. The answering in history was only middling. Seven boys were, after examination, promoted to the third class. Classes V and VI had done generally well."

109. This branch has been very lately formed, and has made a  
Canarese School. beginning with 12 boys. There is reason to  
expect that it will become an important addition to the school.

110. This was a promising school, but has suffered during the past year from the change of masters. The results of the last inspection are consequently unfavourable. The Inspector says :—

SHIKARPUR.  
Anglo-Vernacular School.

111. "My general impression is that it is the worst taught school I have ever examined, with the exception of reading, which was very good in pronunciation, want of thoroughness being distinguishable in nearly every subject. The master has been too anxious to push his boys, who are manifestly unfit for it, into a higher class, foolishly imagining that he was raising the standard of his school. I have ordered him to join his third and fourth classes and take them back and re-commence the subjects laid down for the fourth class and do his work thoroughly in future. The B. section of the fourth class are merely learning the alphabet. I hope on my next visit to be able to send a more satisfactory report.

112. "In this school I found every thing in good working order. The instruction of the third class has been fairly carried on, except in the explanation and spelling of the reading lesson. The same remark applies to the fourth A class, with the addition of their arithmetic, in which they fell short of what was expected. The master of this school is a clever and industrious teacher, and I have no doubt will do his work thoroughly. The other classes of the school are at various stages in the First Canarese Book, and there is nothing particular to notice regarding them."

Canarese School.

113. The state of this school is less satisfactory than could be wished. The Inspector writes of it as follows:—

CHENNAGIRI.

Canarese School.

114. "The impression I received on my inspection of the school was by no means favourable. Very little work has been done since the last inspection and that little is not satisfactory. Notwithstanding the absence of efficient tuition, there is an attendance of more than 30 boys, which indicates a desire for education on the part of the pupils deserving better encouragement than is at present afforded. The school-master is not lacking in ability, but has not exerted himself sufficiently in the discharge of his duties."

115. This school was only recently established and has made a good beginning having now 33 pupils. The Inspector remarks that :—

HOLE HONNUR.  
Canarese School.

116. "The school is still in an elementary condition. I heard the children read, gave them one or two exercises in arithmetic

and asked a few questions on the map of the world. Their answers shewed that they had not advanced sufficiently to undergo an examination just now."

117. This school bears an excellent character, and is well managed. It contains 51 boys. The Inspector reports on it as follows:—
- SAGAR.  
Canarese School.

118. "The A section of the third class read with great fluency, and fairly explained what they read. Their spelling from dictation was generally well done, but three boys failed in this subject. They answered the grammar questions fairly, and their writing on paper was good. In arithmetic they were well grounded, and knew the weights and measures well, but the master having passed over vulgar and decimal fractions and taken up simple and compound proportion, I have ordered him to return and take his class through these subjects. In geography four of this class are marked insufficient in book knowledge, but on the map they all answered well. They also repeated portions of the Canarese Minor Anthology with great spirit, and on being questioned on the meaning of words and phrases, shewed that they fairly understood them. I have been much pleased with the manner in which this class has been taught. The answers of the children shewed that every thing had been explained and nothing slurred over.

119. "The B section did not display the same excellence as the other, from which I imagine that it has been left more under the care of the assistant, while the head master devoted his time to the first, a practice I shall endeavour to modify in future. I have nothing particular to mention regarding the other classes."

#### CHITULDROOG DISTRICT.

120. This school has come under the charge of a new head master during the past year, on the transfer of the former master to Toomkoor. The new school building has also been completed and occupied. The number of scholars is 44. I regret that no inspection has been made before the close of the official year.
- CHITULDROOG.  
Anglo-Vernacular School.

121. A Canarese school has been recently formed, and is attended at present by 9 pupils. This number is likely to increase.
- Canarese School.



122. The Hindustani department is also of recent formation. The attendance already of 16 scholars is an encouraging sign.  
Hindustani School.

123. This school has been put to much inconvenience from the confined nature of the premises in which it has been carried on. The new school building has however been now completed, and with the increased accommodation the number of pupils will doubtless be augmented. The Inspector makes the following report:—  
HARIHAR.  
Anglo Vernacular School.

124. "The highest class (fourth) was composed of intelligent young men, who had made steady progress. Five of their number were qualified for formation into a third class. The next class had not been so uniformly successful, but four boys were promoted to Class IV. In addition to the foregoing were 17 little boys, who were beginning to read the First Book.

125. "The Canarese school has increased considerably in numbers under the present Canarese master, and on the whole the result of the examination was favourable to the teacher. Arithmetic and history were two subjects which appeared to me neglected, but in other respects the progress had been good. For a comparatively new school its status is pretty good and bids fair to rise steadily."  
Canarese School.

126. Though little more than a year old, this school has attained a good position, and numbers 40 scholars.  
HOSADEOOG.  
Canarese School. The Inspector reports:—

127. "The subjects brought up for examination by Classes III and IV were for the most part well prepared, and the small number of scholars in each will gradually become greater. Amongst the candidates for promotion, I was able to add three to the third class and six to the fourth. Of the remaining boys, the majority have nearly accomplished the combinations of the letters, when they will be considered qualified for promotion. I consider the teacher deserving of commendation."

128. This town is a small one, and possesses a popular indigenous school, which has been in operation for more than half a century. The Government school is consequently poorly attended. The Inspector says:—  
PAUGADA.  
Canarese School.

129. "The school has not yet had six months' trial, but I am of opinion that although it may rise in course of time to a higher grade, its numbers will always be low."

## KADUR DISTRICT.

130. This school has been much hindered in its progress by the want of suitable premises. It does not contain more than 25 boys. The Inspector reports as follows on the examination:—

CHIKKAMOGALUR.  
Anglo-Vernacular School.

131. "The fourth class read the English Third Book fairly, two of them very well. Their spelling from dictation was generally fair, but they had not been sufficiently exercised in analysis to distinguish the subject and predicate of a complex sentence, which I look upon as being the first thing a child should learn when reading. Their composition of simple sentences was fair. Their writing also is fair, but three boys had no copies, from which I am led to believe that this branch of education has not received that amount of attention its importance demands. In Canarese the reading was good, but writing has been neglected. Translation was fairly done. In arithmetic one boy did all his exercises correctly, but two failed in all. In mental arithmetic and tables they answered fairly, but evidently were not prepared. In geography their knowledge of the map was fair. History requires more attention.

132. "The fifth A class read well, but spelled badly. They translated some sentences from the First Canarese Book. Their writing is evidently neglected. Their vernacular reading and spelling is good. The grammar lesson requires revision. In arithmetic, slate and mental, they have done fairly. In history and geography they have done well. The fifth B class read in both English and Canarese fairly. In arithmetic they require more practice."

133. The reports on this school have from the beginning been of the most satisfactory nature. The master has lately been absent on sick leave, and the number of scholars was reduced during his absence. The Inspector in his last report observes:—

BANAVAR  
Canarese School.

134. "I cannot speak too highly of the manner in which the children have been taught. The only deficiency I observed was that the boys were not practised in writing on paper. But this, I trust, will be remedied immediately."

135. This is the only Government Canarese school, except the one at Narsapur, not situated at the head quarters of a talook. The town of Birur is how-

BIRUR.  
Canarese School.

ever a great trading place, and contains a large population for its size. The school has been well attended, but the want of premises has interfered with its progress. The Inspector writes of it:—

136. "A large proportion of the pupils are the sons of tradesmen in good circumstances, but few of these, on their admission to the school, were able to read with any degree of fluency, their acquirements being restricted to a knowledge of the multiplication table. Their ignorance of even the rudiments of grammar precluded the possibility of the boys thoroughly studying the Anthology. The examination on this subject was confined to the general meaning of passages and of the Sanskrit and old Canarese words occurring in them. I purpose giving particular attention to the future progress of this school, as it appears to me to take a good stand, notwithstanding its present unpromising aspect."

137. This school has been in an indifferent state for some time.

KADUR.  
Canarese School.

Premises have lately been hired for it in another part of the town, and it seems to have benefited by the change, as the number of pupils has increased. The report of inspection is as follows:—

138. "The boys of the third class repeated from memory three padas of the minor Anthology very well, but the master had failed to explain them. They also read some urzees very well, an exercise which I am glad to see introduced in our schools. Their arithmetic, both slate and mental, was very good. Their writing on paper was large, bold and fair. One boy wrote a very neat small hand. The boys of the fourth class read and spelled well, but only four wrote on paper, the remainder had no copies. The greater part of the class worked out the exercises in arithmetic very well, but two boys were insufficiently grounded in this portion of their work. The boys of the fourth B class read very indifferently. This class has evidently not received the same amount of attention from the master as the others."

139. This is a newly established school, and has not made such good progress as could be desired, chiefly owing to the frequent illness of the master. He has now been removed to another station.

TARIKERE.  
Canarese School.

## APPENDIX II.

## GOVERNMENT SCHOOLS FOR SPECIAL EDUCATION.

1. An examination for teachers' certificates was held last July for the first time. No test of this kind had previously been imposed, and there was thus a liability of students being appointed to the charge of schools who were either deficient in general knowledge, or who had not been a sufficient time under training in the duties of school management. The examination they are now required to pass before obtaining employment, applies to two different grades of masterships. Students of the anglo-vernacular department are examined in both English and Canarese, for appointments as assistants in anglo-vernacular schools; while students of the vernacular department are examined in Canarese alone, for situations as Canarese teachers. The report on the examination referred to is as follows :—

2. The examination was conducted mostly in writing, but in such of the appointed exercises as admit of performance only *vis à voce*, the students were thus tested. In the English department, eight candidates presented themselves, and in the Canarese department, thirteen came forward to be examined. These prepared students in both departments were first examined in general knowledge, and only those who passed this test successfully were admitted to the examination in school management. A candidate was considered to have passed who satisfied the conditions that he should obtain one fourth of the marks in each subject, and one third on the whole. According to this rule, I propose giving certificates of qualification to two of the eight candidates in the English department, namely, Vilandi and Seshagiri Rau. The latter has not quite made up the required number of marks in English, but looking to the time he has been in the school, and his readiness in some parts of the *vis à voce* examination, I have decided on passing him. Of the thirteen Canarese candidates, seven obtained their quota of marks in general knowledge, but two of them subsequently failed in school management. This is not to be wondered at when it is seen that they have been only five and ten months respectively in the Normal School. There remain therefore five entitled to certificates.

3. On reviewing the whole matter, I would take the opportunity of pointing out with regard to the English department, the lowness of the numbers obtained by all the candidates in the English

language and by the majority in mathematics. In the Canarese department, geography has been the worst done. For the latter an excuse exists in the fact that there are no Canarese maps.

The extreme importance of thus testing the students becomes more apparent from the results of this examination. For under the system which has hitherto prevailed of giving appointments to the normal students without demanding any certificate of qualification, all the failed candidates equally with those who have passed might have been placed in charge of schools.

4. All the certificated Canarese students having received appointments, an extra examination was held in the vernacular department in January. On that occasion two more passed the prescribed test. The report says :—

5. Of the candidates who have failed, all but one have been examined before. Two have been  $2\frac{1}{2}$  years, and two others nearly  $1\frac{1}{2}$  year, under instruction. Their failure is discreditable alike to teacher and pupils. It is questionable whether they should be allowed to appear again for examination.

6. Of the general results of the training in the Normal School, the head master, who has for a short time been officiating as an Inspector, gives a very discouraging account. He writes as follows :—

7. "During my tour I have been painfully impressed with the want of skill in teaching on the part of our trained teachers. As these men have been my own students, I have watched them very closely, to see if they practised what they have been taught in the Normal School, but I am sorry to say I could perceive little difference between trained and untrained men."

8. This state of things he attributes to the want of a proper practising school for the students.

9. In the existing practising school are taught all the little boys, to the number of 100, who are not fit for immediate admission to the High School on account of their not being able to read. It is exceedingly well conducted by the master. But however efficient as a preparatory school, which it is chiefly intended to be, it is of necessity too exclusively elementary in its character to be of much use as a practising school.

10. There are two classes in this school, in the first of which the students are taken through a course of instruction fitting them to obtain certificates of

ENGINEERING SCHOOL.

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qualification as assistant overseers, according to the regulations of the Department of Public Works. Seven candidates succeeded in passing this test at the annual examination held in December, for which papers were obligingly set by the Chief Engineer and other officers of the department. The reports of these gentlemen will be found below.

11. With the view of obtaining native students to be trained for the upper and lower subordinate grades of the Department of Public Works, the head master suggests that a certain number of scholarships should be given, to be competed for by pupils of the various provincial schools. These natives, after passing the regular examination, could be returned to their own districts for employment.

### *Reports of Examiners.*

MAJOR R. H. SANKEY, R. E., *Chief Engineer.*

12. "The subject of this paper is the one of all others difficult for a pupil to pass a good examination in, as it is alone by practical acquaintance with work itself that any really sound knowledge can be gained regarding it. On the whole, therefore, I consider the fact of 5 out of 9 pupils having gained more than half marks is satisfactory. All, with the exception of the last boy, T. Poonasawmy Pillay, appear to me to have a fair knowledge of the principles of construction so far as they are laid down in the text-book "Foord's Notes".

13. "All but two of the pupils gained more than half marks, so that on the whole the answering must be considered very satisfactory. On such general subjects as those contained in questions Nos. I, III and VIII the replies shewed a very fair acquaintance with general principles, but as might be expected, they failed as a rule to answer question IV, which involved practical acquaintance with work. Again the replies to question No. VI were very unequal and indifferent on the whole.

14. "Judging generally from these results I should say that the pupils require to have the subjects they read about illustrated by examination of actual works, either completed or in progress, and further that they should be accustomed to sketch the framings of centerings, roofs, &c., with other engineering details, on a board with chalk. Rough delineations of this kind would familiarize them with the several subjects as they progress.

CAPTAIN W. H. CAMPBELL, *Offg. Asstt. to the Chief Engineer.*

15. "The answers of the first four pupils are on the whole very fair, and shew that they understood what they have written about, especially regarding tanks. The sections of the three classes of tanks given by H. Slaney and D. White are clear and good. The former has received full marks for them. The latter has lost one mark in the third class section, as the top breadth of bund should have been shewn as 1 yard only. The sections of J. Patton and J. Conquest are not so good. The former gives incorrect heights for the flood line. The latter with very indifferent drawing gives the top breadths of bunds all wrong. All four have failed in giving a clear section of the front cistern of a tank and have omitted the cistern altogether. The last four not having obtained half the full number of marks, special remarks on their papers seem unnecessary.

16. "D. White has first place without any dispute. His drawing is clear and generally correct. The few errors he has made, except non-compliance with paragraph 8, are most likely attributable to the hurry he must have been in to complete his work within the prescribed time. J. Welsh's drawing is not so complete, but is neatly done and generally correct. There are several trifling errors besides non-compliance with paragraph 8, and incorrect treatments of the parapet wall in the plan of road way. T. Poonasawmy Pillay and J. Conquest are about equal for the third place. Both their drawings are very incomplete, wanting dimensions, and each has serious errors of its own. Poonasawmy Pillay is the only one who has complied with paragraph 8. The four last on the list have left their drawings each more incomplete than the other, so that it is impossible to criticise them in a few lines."

LIEUT. S. C. CLARKE, R. E., *Executive Engineer.*

17. "In returning the examination papers, I have much pleasure in stating that I am pleased with the results of the examination, both in arithmetic and Euclid. I have, as fairly as I could, adjudicated certain marks to each student's paper, and it will be seen from the result that in Euclid, student D. M. White stands first, having obtained 95 marks out of the 100. He has also gained the second place in arithmetic, having been re-placed by H. Slaney in the arithmetic examination. In mensuration five out of the eight students obtained over half marks, 150 being the maximum.

## APPENDIX III.

## GRANT-IN-AID SCHOOLS.

## Nundidroog Division.

## BANGALORE DISTRICT.

Bangalore.	English . . . .	Bishop Cotton's School.
		Cantonment Boys' School.
		Cantonment Girls' School.
		Cantonment Orphanage.
		Catholic Schools, Blackpalli.
		Convent of the Good Shepherd.
		Native Educational Institution.
		Ordinance School, Fort.
		St. Andrew's School.
		St. John's District Schools.
		St. Joseph's Catholic Seminary.
		St. Mark's Ragged School.
		St. Patrick's Catholic Seminary.
		Wesleyan Mission English Girls' School.
	Canarese . . . .	London Mission Girls' Boarding School.
		London Mission Girls' Days Schools.
Tamil . . . . .	Caste Girls' School, Alasur.	Wesleyan Mission Girls' School.
		Gun Troop Boys' School.
		Hindu Female School.
		Wesleyan Mission Girls' Orphan School.
		Sadur Veda Siddanta Sabha Seminaries.
Hindustani . .	Commissariat School.	Madrassa Islamia.
		Madrassa Kudusia.
		Madrassa Mufid ul Anam.
		Madrassa Muhammadia.
		Mahomedan Female Educational Instn.



Anikal	.	..	..	London Mission Canarese Girls' School.
Chinnapatam.	..	..	..	Hindustani School.
Closepet	..	..	..	Hindustani School.

#### KOLAR DISTRICT.

Chintamanipet	..	..	..	Hindustani School.
Echinpalli	..	..	..	Hindustani School.

#### TOOMKOOR DISTRICT.

Toomkoor	..	..	..	Wesleyan Mission Girls' Orphan School.
Kunigal	..	..	..	Hindustani School.

### Ashtagram Division.

#### MYSORE DISTRICT.

Mysore	..	English	..	Wesleyan Mission Boys' School.
		Tamil	..	Catholic Schools.
		Hindustani	..	Madrasa e Bowring.
French Rocks	..	..	..	Hindustani School.

#### HASSAN DISTRICT.

Melkote	..	..	..	Sanskrit and Canarese School.
Shethalli	..	..	..	Catholic Schools.

### Nugur Division.

#### SHIMOGA DISTRICT.

Shimoga	..	..	..	Hindustani School.
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## GRANT-IN-AID SCHOOLS.

## Nundidroog Division.

## BANGALORE DISTRICT.

1. The past year has been a prosperous one for this school, which has fully established its claim to be ranked among educational institutions of the higher class. Four of the students matriculated at the last University entrance examination, two of them being placed in the first class. Extracts from the last inspection report are given below. Since that was written, the Boys' school has been removed into commodious premises, formerly used as an hotel, to which is attached an extensive playground. The Girls' school remains where it was.

BANGALORE.  
Bishop Cotton's School.

2. The prospects of the school since Mr. Bamforth's connection with it have much improved. Owing to the frequent change of masters, the school was previously in a very declining condition. So much so that on his arrival he found only 27 boys in attendance.

3. There are three classes in the Boys' school under as many masters. The first class consists of two divisions, the higher of which contains candidates for the approaching matriculation examination. The lower division are studying for the same examination next year. All the members of the first division have obtained more than one half of the marks assigned to their question papers, a highly satisfactory result. In the second division, four, out of eight, have gained more than half the marks awarded, which is also very good. There is a class for surveying attached to the school. An acquaintance with this branch of engineering will probably be of great use to many of the students in after life. For physical training the boys are drilled twice a week by men belonging to the corps of Sappers and Miners. They have also suitable apparatus for gymnastic exercises. Their boarding establishment is superintended by the second master, who lives on the premises. The dormitories, refectory, &c., were inspected and found to be clean and in good order.

4. The Girls' school is under the management of Mrs. Smith, assisted by two other ladies. It consists of four classes, two of them being taught by the head mistress. This lady also teaches music, and has charge of the boarding establishment. A native master attends to give drawing lessons. Many of the pupils have been

only a short time under instruction, and there is consequently much inequality in the attainments of those in the same class. Several little boys, considered too young for the other school, are taught here. Their high spirits render them somewhat unmanageable by ladies, and I think they would be better placed under a master.

5. Of the whole school I may remark that the arrangements as regards studies and general discipline are superior to what I have observed on former occasions.

6. The adoption of the course of studies, marked out by the University examinations, has had a good influence on the Boys' school, and will, I think, continue more and more to exert a beneficial effect, as candidates are gradually brought under preparation for the higher tests. I would suggest that some attention might, with advantage, be given to instruction in one or other of the vernacular languages, as in most of the employments open to the young men who leave the school, the knowledge of some language of the country will be invaluable, if not indispensable.

7. In the branch for girls, there seems to me more of the freedom and spontaneity of a home than of the restraint and regularity of a school. I may observe that the provision of wall maps for the study of geography would in my opinion be a better arrangement than the use of atlases.

8. The income of the school is derived from fees paid by the scholars. A sum is realized from this source of between Rs. 600 and Rs. 700 a month.

9. The attendance at this school has fluctuated very considerably.

At the last inspection there had been a falling

**CANTONMENT BOYS' SCHOOL.** off of 42·7 per cent in the number of pupils.

The recent establishment of other schools for European children, which are under the same management but in which the education is of a higher standard, has drawn away the scholars from this, and almost superseded the necessity for its continuance. The proposal therefore to withhold the grant-in-aid for the future received the sanction of the Supreme Government, and the payment will cease at the end of May.

10. What struck me in connection with the school was the want of a definite aim in the studies. I think it would be found of great benefit to adopt a progressive course of lessons, drawn up with reference to some fixed standard. It might not be impossible in

course of time to fit the upper boys for matriculation. No instruction is given in the vernaculars, nor do the boys learn Latin. The addition of one or both of these branches of study would make the curriculum more complete. The exercises in mental arithmetic are particularly good. The provision of books and especially of maps is very inadequate. There is a large map of Australia, but none of Europe, Asia, or America.

11. The income of the school is derived from private subscriptions amounting to between Rs. 22 and Rs. 25 a month; and by the fees, which produce about Rs. 25 more. Of the scholars, 22 are free, 18 pay Rs. 1 each, 10 pay 8 annas, and 5 others 4 annas, a month.

12. The remarks in the preceding section, on the Cantonment Boys' School, equally apply to this institution. The CANTONMENT GIRLS' SCHOOL. decline in numbers was even more marked, being in the proportion of 64 per cent at the last inspection. The grant in this case also has been withdrawn. It should however be stated of the few girls remaining in the school that—

13. I found them very well informed in most of their subjects of study.

14. The school fees are at the rate of 12 annas for the first class, 8 annas for the second, and 4 annas for the third. From this source about Rs. 9 is obtained towards the support of the school. A further sum of Rs. 22 is received from private subscriptions.

15. The original intention in the establishment of this institution was to provide an asylum for the neglected Cantonment Orphanage. orphans of European and Eurasian parents belonging to Bangalore. It was found however that many who were exceedingly destitute, though not orphans, would be glad of admission, and that persons of influence were charitably disposed to pay for their support, either partially or entirely. The name was therefore extended into Cantonment Orphanage and School for Destitute Children. The last inspection report is as follows :—

16. There are now 29 inmates, namely 21 girls and 8 boys, who are all fed and clothed. For instruction they are formed into three classes. In judging of their progress, it should be borne in mind that some of the children a short time ago scarcely knew a word of English.

17. The premises are in the Arab Lines, and consist of a row of rooms facing a courtyard of considerable size. One is a school room, and another a dining room. Two others are dormitories for the boys and girls respectively. The master's quarters take up two rooms more. Besides these are the out-offices, such as the cook room, a bath room for girls, and a bath room for boys. The latter is not quite finished, and is being built at the expense of Major General Haines. A portion of the school ground has been converted into a vegetable garden, in the care of which the boys find employment. Of the girls, two are every day detailed to assist in the cooking and other household duties. They all learn needlework. It is intended shortly to put up some gymnastic apparatus in the play ground. For the school I would suggest the purchase of a few maps and a blackboard. I think an abacus, or ball frame, would also be found of use.

18. Regarding the funds of the school, the Rev. Dr. Murphy, who is the Secretary of the Managing Committee, has furnished me with the following details. The monthly subscriptions amount to about Rs. 140, and the annual subscriptions to about Rs. 480. A further sum of Rs. 27½ a month is specially contributed for the support of 6 orphans, being Rs. 25 from friends and Rs. 2½ from Government. It is very gratifying to learn that unwonted interest is felt in the institution, so much so that the charity on its behalf has needed rather to be checked than stimulated.

19. The operations of this school have been extended during the past year by the opening of a girls' school in connection with it, and by the establishment of branch schools in Choolay, the Artillery Lines, and Simoncherry. The following is the last inspection report :—

20. "The school is conducted by two Rev. Brothers of St. Joseph, assisted by a Canarese munshi. The total number of scholars whose names are on the rolls is 64, of whom 47 were present. The East Indian boys are in the proportion of one to four natives. The majority of the latter are the children of Tamil servants in European employ. All the native boys are first taught to read and write Tamil, which most of them are able to do with facility. In the first class easy sentences were very fairly translated from English into Tamil and *vice versa*. The study of Canarese has been recently introduced. All the books are the property of the school. Some of the boys pay a small fee. The income from this source is estimated at Rs. 2—4—0 a month.

21. "In connection with this establishment is a girls' school conducted by two nuns. There is an attendance of about 25 girls,

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who belong to the same class of natives as the Tamil boys referred to above.

22. "An elementary Tamil school, numbering 36 boys, is also held on the premises, and three others of a similar character, viz, one at Choolay, another at the Artillery Lines, and a third at the village of Simoncherry. The total attendance at these four schools amounts to above 100, the whole being under the superintendence of the Rev. A. Gasnier."

23. The report of the inspection of this institution is as follows :—  
 Convent of the Good Shepherd.

24. The convent embraces several departments, each under the management of a Sister, the whole being superintended by the Lady Superioress.

25. For European girls there are two schools. In the first of these the pupils are of a higher class, and pay for their instruction. They number at present 24, all boarders: but the attendance was higher, and included some day scholars, while the 10th Régiment remained in the station. The course of study provides for a liberal female education, and besides the customary lessons in English, arithmetic, history and geography, includes instruction in French, German, Italian, music, drawing and plain and fancy needlework. The school hours are from 8 to 12, and from one to four. As the result of my examination, it gives me pleasure to state that the reading of the pupils was good, and their writing neat and correct. Of elementary arithmetic their knowledge was fair. The written exercises in French were carefully done, and some of the girls are sufficiently familiar with the language to converse in it. The specimens of fancy needlework exhibited great taste. Work of a less ornamental kind receives its proper share of attention, as the pupils make all their own clothes. For practice in music there are several good pianos, the best of which is a new one, just received from France.

26. In the other European school the pupils receive a free education. In this branch are taught the military orphans, of whom there are 7, the entire number of girls being 45. The majority are younger than those in the higher school. They read well and answered correctly general questions in geography. Their fancy needle-work seemed very good, but the patterns were less elaborate than those used in the upper school.

27. In the lower native school there are upwards of 50 girls, who are taught, some in Tamil and some in Canarese. After a certain term of instruction they are sent to Kingeri, to the silk factory, where there are at present, I believe, about 80.

28. The higher native branch is established for the education of nuns : of whom there are 15. Some of these also are taught in Tamil, and others in Canarese. Several former inmates of this nunnery are usefully employed as teachers in Bellary, in Blackpalli, and in Mysore.

29. The next department which I visited was the native penitentiary, containing 20 women. They are very uncultivated, and are engaged principally in devotional exercises and in knitting, or other easy work, until they can be restored to their relations, or be otherwise suitably provided for. The want of water in the compound prevents their being employed in gardening, but I understand that one of the patent well tubes, which have been used with so much success in connection with the Abyssinian Force, is expected in about a month, and provision will then be made for the formation of a vegetable garden, in attention to which these women will be to some extent employed. There is farther a European penitentiary, containing at present 6 inmates.

30. In concluding this report I may be permitted to remark, that in the domestic arrangements of every department due attention seems to have been paid to the comfort and well-being of the scholars and inmates. The dormitories and other apartments are clean and airy. The generally healthy and cheerful appearance of the school girls, is the best evidence of the care that is bestowed upon them.

31. This school has made a considerable advance in popularity during the past year. The increase in the number of scholars at the last inspection was at the rate of 60 per cent. Four students passed the matriculation examination in December.

Native Educational  
Institution.

32. The main accession to the strength of the school was coincident with changes in the principalship of this institution and the High School. From the latter many of the pupils, especially in the Senior Class, have been drawn. All the members of this class have been taken through the course of studies required for matriculation, and I examined them in the English and mathematical subjects, by means of written papers. As many as were not sufficiently prepared for this test were allowed to withdraw, leaving seven competitors for the examination in English, and eleven for that in mathematics. Of those examined, six may be considered to have passed, by obtaining one third of the total number of marks assigned to the papers. The first class of the upper school had commenced the study of subjects appointed for next year's entrance examination. Out of fourteen selected candidates, four

obtained a satisfactory quota of marks in answering a question paper on English poetry and grammar. I regret that the two higher classes of the upper school have not earned a more favourable report.

33. By the rapid increase in the number of scholars, some of the classes have been enlarged to an almost unwieldy extent, and great inequality prevails among pupils assigned to the same grade. So many of them are new boys that it is difficult to determine accurately the status of the class. The premises fortunately offer ample accommodation for even a larger number of students, but the arrangement of the seats appeared to me injudicious, and not such as to economize the available space. The teachers' energy was consequently too highly taxed in preserving discipline, and making himself heard by the whole class before him. To remedy these defects, I made some suggestions, which have been adopted.

34. The course of studies throughout the school appears to need revision, and should be so regulated that the instruction in each successive class may be continuous with that in the inferior grade, and a preparation for the next higher. On comparing together the text-books used in each class, it will be seen that considerable irregularity prevails. I may also point out that no Canarese is taught in the upper school. Many of the inadvertencies I have pointed out are undoubtedly due to the frequent changes in the management, and to the unexpected extension of the school. The institution may be described as in a state of transition, and it seems to me a most desirable juncture in which to frame such regulations as shall secure the permanence of its present prosperity. To this end, a revision of the course of studies as before mentioned, the appointment of text-books on one system, due provision for instruction in the vernacular as well as in English, and a frequent inspection of the lower classes, appear to me the desiderata.

Concerning the funds of the school I have gathered the following particulars. The monthly expenditure is Rs. 675, which is met by the Government grant of Rs. 200, by Rs. 380 paid by the Wesleyan Mission, and by the school fees. The income from this last source has been very much increased during this year.

35. The number of pupils in this school has diminished, owing in great measure to the removal of persons hitherto resident in the fort, who have now gone to live in the Cantonment in consequence of the transfer of the Public Offices.

Ordnance School, Fort.



36. With reference to the class books used in the school, I would suggest the introduction of some reading book, as one of those published in the Irish National Series, and also the substitution of an easier work on English history, such as little Arthur's History of England, or some similar book. There is not an adequate supply of wall maps, and of those which exist, some are much defaced. I think maps of India, the World, Europe and Asia should be provided, and of a description suitable for school purposes. Arrowsmith's map of India, however good, is hardly fitted for teaching boys from.

37. The fees paid by the scholars range from Rs.  $1\frac{1}{2}$  to 4 annas each, according to circumstances. The average amount obtained is about Rs. 20 a month.

38. No material change seems to have taken place in the condition of this school, which has been in the receipt of a grant-in-aid since the beginning of the past official year. The number of students is between 70 and 80. Three passed the matriculation examination in December.

St. Andrew's School.

39. The school is divided into five classes, one senior and four junior, and each class has its own teacher. The studies in the senior class are those required for matriculating at the Madras University. I tested their knowledge of the Latin, English, and mathematical subjects, by means of written questions. Half of the allotted marks were obtained by five students, a very good result. One of them having selected Canarese as the optional language in which he desires to pass, had not gone through the Latin course. As vernacular instruction forms no part of the school work, he is preparing the Canarese subjects privately. With regard to the studies in the junior classes, I may observe that the boys of the second are hardly advanced enough in arithmetic to enter upon the study of algebra and Euclid. I had less reason to be satisfied with the first class than with those below it. The backwardness in this class is due to a frequent change of the masters who have from time to time had charge of it. Singing is taught according to the system known as Hullah's. Provision is also made for instruction in drawing. Drilling is the principal exercise out of doors.

40. The arrangement of seats appeared to me objectionable, as it broke up the classes into small detached sections, which made the exercise of a proper discipline difficult, and caused the attention of the boys to be drawn away from the work going on in their own class. The disposition of benches referred to, had been made with a view to assemble the whole school in one room for prayers.

Certain suggestions I offered on the subject, will be adopted, by which there will be more union and compactness in the classes, while at the same time all will be within hearing of the religious exercises. The principal school room is a large apartment, and is capable of accommodating an increased number of pupils, if the allotment of space to each class is properly carried out. The dormitories are in a dwelling house at the back. One room having become untenable through leakage, the remaining rooms were somewhat more crowded than usual. A few of the youngest boarders sleep in a room which forms a passage between the two school rooms. The latter does not seem a desirable arrangement, if meant to be permanent.

41. The school on the whole is of too recent establishment to have acquired a very pronounced character as yet. But to judge from the number of pupils that have joined, a prosperous career seems marked out for it. The following suggestions for its improvement may not be out of place. The demeanour of the pupils during school time should receive more attention, and less freedom be allowed in talking to one another while the studies are going on. Instruction in some vernacular language, and in surveying and levelling, would, I think, prove of great practical value to the students in after life. Some gymnastic apparatus for physical exercises would be a valuable addition, and provide beneficial employment for the play hours.

42. The income of the school derived from fees amounts to Rs. 360 a month.

43. These schools have been carried on with the same care and attention as in former years, and continue to  
 St. John's District Schools. exert a beneficial influence on the neighbourhood in which they are situated, which is inhabited chiefly by European pensioners. There has been a decrease in the aggregate number of scholars.

44. The general diminution is not, I think, a matter of any significance. Very few of the European and East Indian children in the parish, who are able to attend school, can remain without instruction, as there are sufficient inducements to prevent their being wilfully kept away, unless from unavoidable causes.

45. I think the school as a whole has considerably improved since last year, and the studies appear to be more methodically conducted. The boys' school in particular is in a much better condition. I am glad to observe that many of the suggestions in my former report have received attention. I would however again point out the desirability of introducing English history as a study into the

boys' school, and also of taking the pupils farther in arithmetic before insisting upon an advance in algebra and Euclid.

46. In the girls' school a less superficial study of the poetical reading book would be of advantage, and exercises in paraphrasing might be added, as requiring of the pupils a better insight into the meaning of the pieces and giving them practice in composition. Though the elder girls have nearly all acquired a good running hand, the copy books of this school bear evident marks of carelessness. More attention should be paid to the formation of the letters, and to keeping the words properly under one another in a space corresponding to what is occupied by each in the head line.

47. In the general arrangements of the school everything seems to have been thought of that could contribute to the comfort and well-being of the children. Many of them are provided with clothes, and others with books. A free dinner is given to the lower class, in the interval between morning and afternoon school, when about 40, on an average, get a good plateful of curry and rice. For recreation and open air exercise the boys have a gymnasium, and the girls a croquet ground. The circular swing however has no ropes. As a part of the school training the boys are drilled twice a week, and the girls are taught plain and fancy needle-work. There is also a singing class, in which instruction is given according to Hullah's system.

48. Regarding the funds of the school I have ascertained the following particulars. By private subscriptions a sum is obtained of Rs. 37 a month : this is exclusive of the dinner fund, which is kept up by special contributions, and not charged to the school. The other source of income, in addition to the Government grant, is the monthly collection of school fees. Many of the children are in such poor circumstances as not to be able to pay anything, and there are consequently 55 free scholars, namely, 19 boys, 16 girls and 20 infants. The remaining pupils pay fees ranging from Rs. 1 to 2 annas a month, a sum total being obtained of Rs. 48, in the following proportion from each school ; Rs. 17 from the boys, Rs. 18 from the girls, and Rs. 13 from the infants.

49. Of this institution a favourable report has been received. The St. Joseph's Catholic Seminary. Inspector writes as follows :—

50. "The East Indian and European branch numbers 44 boarders and 26 day scholars, making a total of 70. Of these, 67 were present during the examination. The scholars are divided into four classes. The teaching staff consists of four masters and a Canarese munshi, the Rev. R. M. Cleinot, M. A., having the general superintendence of the whole.

51. "Composition had very recently been introduced, and the class would have been better fitted for taking up Dalglish, had they previously gone through Morrell's text book of Grammar and Analysis, of which none of the analytical part has been studied. The paraphrasing and explanation of poetry were fair for beginners. Euclid and algebra had also been commenced lately, hence the small portion studied. In these two subjects, however, the success of the pupils was more apparent than in poetry and composition. The state of Classes II and III calls for no special remark. The first division of Class IV deserves commendation. I was particularly pleased with the correctness of their answers in English grammar; Canarese is studied in every class, but all are beginners. The school accommodation, apparatus and books, also the refectory and dormitory, are very suitable and complete.

52. "Very few of the day scholars, I understand, are considered able to pay fees; most of the boarders are orphans. School books, with few exceptions, are supplied gratis.

53. "The native branch of this establishment is conducted in suitable premises in the adjoining compound. The total number under instruction is 40; only a small proportion of these are boarders. Canarese is made the chief medium of instruction, but the the three higher classes are also taught to read and write English. Two of the three young men forming Class I are considered to have gone through the usual course, and are receiving a special training from the Rev. A. Bouteloup, of which Latin forms the most prominent subject. I only examined Class III, which appeared the one of most general importance, and consider the boys acquitted themselves very well. Besides their Canarese studies this class can read the English First Book.

54. "The conduct of the establishment generally evinces great care and efficiency."

55. The condition of this school had much improved when the last visit of inspection was made. The pupils are children of pensioners and of drummers belonging to the native regiments.

St. Mark's Ragged School.

56. When I saw the school last year I found it necessary to call attention to its very unsatisfactory condition, and the evident neglect in its management. A great improvement, I rejoice to say, has since taken place. The number of scholars has nearly doubled, and a mistress has been appointed to take charge of the infant classes, the master being thus left free to devote all his attention to the children who are able to read. In addition to being instructed, the children are clothed twice a year, and receive a piece of bread every day between morning and afternoon school.

57. No fees are paid, but the school is supported, in addition to the Government grant, by private subscriptions to the amount of Rs. 10 a month, and a grant of Rs. 6½ from the Madras Diocesan Board of Education.

58. There has been an increase in the number of pupils belonging to this school. The inspection report which follows gives an account of an ingenious plan of rewards adopted some time ago.

St. Patrick's Catholic Seminary, Choolay.

59. "The register contains the names of 51 East Indians and 37 natives, giving a total of 88 scholars, of whom 57 were present at the examination. There are three classes, under the care of 3 masters. The first class did fairly in most of the subjects in which they were examined. The study of algebra and Euclid had been recently introduced, but rather prematurely, judging from the knowledge of arithmetic possessed by even the most advanced boys. The present head master was trained in the Normal School, Madras, and previously to his present appointment, was a master in the Army School, Palaveram. He is an experienced teacher, but the class of boys he has to deal with is so varied, and the attendance is said to be so uncertain, that it is difficult to produce uniform progress. Class I did not generally acquit themselves well. Few of the boys possessed a sufficient knowledge of English to comprehend the explanations, which, I understand, are usually given in that language. The first division of Class III did pretty well.

60. "The average income from fees is said to be about Rs. 4 a month, but a large proportion of the boys are considered too poor to pay any regular fee. School books are generally provided at the school expense. The accommodation and school apparatus is sufficient. The maps printed in French are to be superseded by English ones.

61. "A system of bi-monthly rewards has long been in force, the favourite mode of distribution being that of a kind of auction, where the purchases are paid for with tickets. These tickets, of various value, awarded daily for proficiency and punctuality, are accumulated by the boys until the auction day comes round, when colour boxes, mathematical instruments, books, &c., are purchased, the boy most wealthy in tickets being able of course to out-bid the rest for the most coveted of the prizes. The annual cost of these rewards is estimated at about Rs. 120.

62. This school appears to retain a good position, and is well attended. At the last inspection the number of pupils had increased 21½ per cent.

Wesleyan Mission English Girls' School.

63. It gives me pleasure to say that the school as a whole fully maintains its former high character. Until very lately it was under the charge of the same lady who for the past three years has laboured so indefatigably and successfully for its improvement. Owing however to her marriage, her connection with the school has now ceased, but the lady appointed to succeed has just arrived from England, and there is every reason to expect under the new mistress a continuance of the prosperity hitherto enjoyed by the institution. I may perhaps be permitted to notice one little matter of discipline as needing attention. I mean that, without insisting on too much strictness, less facility of communication should be allowed between the pupils in working sums and writing dictation. The arrangements of the school room have been improved, and a greater amount of accommodation provided for the junior department.

64. The collection of fees from the scholars produced in September the sum of Rs. 215, and the average for the nine months to December was Rs. 191.

65. This school has been established for many years, but was not before this in receipt of Government assistance.  
London Mission Canarese Girls' Boarding School.

66. The number of girls is 21, who are all fed and clothed by the Mission, and brought up as Christians. They are instructed both in English and Canarese, a distinct classification of the whole school being made for the study of each of those languages. The former is taught in the morning by a European lady, and the latter in the afternoon by a native male teacher. There are four classes in the English school, and the same number in the Canarese school. The reading and writing in both English and Canarese were good, and the knowledge of geography creditable. Some backwardness was shewn in arithmetic, to which subject it would be well to give a little more attention. The desirability is I think open to question, of extending the separate division of the school for English and Canarese into such subjects as arithmetic, history and geography.

67. The elder girls have acquired considerable skill in the use of the needle, in cutting out and making up articles of dress, and particularly in fancy work, such as crochet, knitting, and embroidery. The practice of household duties goes hand in hand with the cultivation of these accomplishments, and all the cooking and preparation of their food is managed by the girls themselves in turn, under the direction of the matron, and they are thus fitted eventually to undertake the various cares of house-keeping. The order and neatness of the premises, and the cheerfulness and cleanliness of the inmates, are entitled to special notice.

68. Regarding the income of the school I have been furnished with the following particulars. The local subscriptions amount to Rs. 20 a month ; an average sum of Rs. 80 a month is obtained from England for the support of particular girls ; and there is a small return from the sale of fancy-work, which, after deducting the cost of materials, may be set down at about Rs. 10 a month.

69. These schools together contain a considerably larger number of pupils than any other girls' schools in the province. The return for the end of the official year shews close upon 400 names on the register. The average daily attendance is set down at 275, but in calculating this, abatements have been made for children coming late. The proportion of absentees is therefore probably less than it appears.

London Mission Canarese  
Girls' Day Schools.

70. The schools are five in number, four being Infant or Preparatory schools, and the fifth a Central school, into which the advanced pupils of the inferior branches are from time to time drafted as soon as they are able to read. The Central school is carried on in commodious premises lately erected in Kūrubara Petta, where also the infant school named from that petta is located. The other branches are situated, one in Hosa Petta, a southern quarter ; a second in Arale Petta, a western quarter ; and a third in Cubbon Petta, an eastern quarter ; of the native town of Bangalore.

71. The staff of teachers numbers 14, of whom 6 are employed in the central school and its preparatory branch, 3 in each of two other infant schools, and 2 in the fourth. There are besides, a number of women whose office it is to accompany the children from their houses to the school, and attend to their wants generally.

72. In the preparatory schools the course of instruction embraces object lessons and exercises on form and colour, in addition to training in the preliminary stages of reading and arithmetic. Particular attention is also given to the encouragement of personal cleanliness and tidiness in the pupils, the effect of which is seen in the appearance of the elder girls who have been advanced to the Central School. In this higher department there are six classes. Needle-work, and the arts of cutting out and making up native garments, are branches of their instruction of immediate practical value.

73. A great source of discouragement is the early removal of the girls from school. The most promising scholars are frequently withdrawn just at the time when the fruits of the labour bestowed

upon them are beginning to appear. It is to be hoped that the popular prejudice in conformity with which the retirement of the elder girls is enforced may be gradually overcome. That the parents should have been induced to allow their daughters to attend the more distant Central School, when fit for promotion from the infant schools, is an indication that they are not entirely without interest in the education of the girls.

74. On comparing the principal school in its present condition with what it was a year ago, I think that progress has been made. With the fuller development of the system which is possible with the increased funds at the disposal of the managers, there is little reason to doubt that a greater advance will be apparent every succeeding year, and that a yet larger number of girls will be brought under instruction.

75. In addition to the Government grant, the income of the schools is derived principally from local private subscriptions, which now amount to Rs. 90 a month. The funds are occasionally replenished by donations from England, and by the sale of fancy articles sent out for the benefit of the schools.

76. This school had been in feeble operation for several years.

In February 1866 Mrs. Dalzell undertook the charge of it, there being at that time no more than 12 scholars. Within a year the number increased to 63, and a further addition of pupils has since taken place until it now reaches 100.

Wesleyan Mission Canarese  
Girls' School.

77. A new and commodious building was erected for the school at the beginning of 1867, and the present prosperous condition of the institution may be accepted as an indication of its general efficiency. I was much pleased with the order and general arrangements. The average attendance is good for a girls' school. Specimens of needle-work done by the pupils were shewn to me. Much of it was fancy work, which is sold for the benefit of the school. It need scarcely be said that the girls pay no fees. Their books are at present provided for them. They are all apparently connected with respectable families. Three are Brahmans, and the same number Christians; the rest are mostly daughters of Mudliars and Chetties.

78. In addition to the Government grant, the school is supported by private contributions to the amount of Rs. 5 a month; by a grant from the Missionary Society of Rs. 200 a year; and by donations from friends in England, which last year came to about £10.



79. This school has well maintained its position throughout the year, and continues to enjoy the same popularity as at first.
- Caste Girls' School, Alasur.

80. The work of instruction has been efficiently carried on during the year. That the status of the school should have been maintained without any decline, is perhaps as much as could reasonably be expected, the difficulties in the way of female education in this country being taken into consideration. Popular prejudice requires girls to be removed from school at so early an age, that little can be attempted in the way of informing their minds, beyond giving them elementary lessons likely to be of practical value. There has been a diminution in the amount of needle-work done during the year, the relations of the pupils not having sent in materials for cutting out and making up into garments to the same extent as before. A fluctuation in this respect may be looked for from time to time.

81. The funds of the school are raised as before, and no important change has taken place in the income thus derived. About Rs. 8 a month however is subscribed in Bangalore.

82. This school is in connection with the Wesleyan Mission, and is attended principally by the sons of horse-keepers employed in the Artillery Brigade. There is an evening class for adults.
- Gun Troop Tamil Boys' School.

83. The school is taught by one master, who receives a salary of Rs. 10 a month. The boys, as may be imagined, are very poor, but a fee of 3 cash a month is expected of them. From this source about half a rupee is realized, and subscriptions for the support of the school are further received to the extent of Rs. 8 a month. The building is somewhat confined, and is in want of a new thatch for the roof, and of cleaning and whitewashing inside. A little furniture, such as a chair, black-board, and a dozen or so of slates, should be provided.

84. This school has been many years in existence, and is entirely managed by natives. It has had a uniformly successful career, and is attended at the present time by the large number of 120 girls.
- Hindoo Tamil Female School.

85. Having myself a very slight acquaintance with Tamil, I made particular inquiries regarding the nature of the books used in the school, and may here insert such information as I obtained. The Kural is too well known to need description. Tiruvasakam is a

collection of hymns to heathen deities. In chanting them the girls were divided into two sets, who sang in response to one another, much in the same way as in English churches two sets of choristers chant the psalms, taking each verse alternately. *Kálavardani* is a monthly periodical published in Madras, containing, besides other information, articles on religious and scientific subjects. *Pengal Kalvi* is a collection of precepts forming a guide for females. *Padārta Sintānani* aims at a description of the chemistry, or rather properties, of various articles of food. The portion repeated by the scholars being translated to me, I found that it treated of the effects produced by drinking different kinds of water. Certain diseases were prevented by drinking the early morning dew, others by drinking sea-water which had been boiled. Some complaints were brought on by the use of water from stagnant pools, or water from a well into which the sun never shone, and so on. *Karpumāle* conveys instruction in household economy, and *Atichodi* is composed of maxims in morality and on the duties of wives.

86. There seems therefore on the part of the managers a desire to have the girls instructed in useful practical knowledge, so as to fit them for the discharge of home and family duties. To shew however how great are the misgivings with which the people of this country still regard the education of their girls, I may mention that notwithstanding their comparatively enlightened views, the parents of the pupils in this institution make a decided objection to having their girls taught the English figures in arithmetic, though they are far simpler than the Tamil ones. There is a fear that it would be only the first step to other innovations which would end in the complete break down of the native system.

87. I may say in conclusion that I still think, as formerly reported, that the management and condition of the school are highly creditable to all concerned. The subscriptions for its support are it is to be regretted somewhat diminished, owing to the death or superannuation of some of the principal contributors. The amount now obtained is between Rs. 10 and Rs. 20 a month. The premises are in need of white washing inside, and the maps should be renewed as some of them are much defaced.

88. The following is the report of the last inspection of this  
 Wesleyan Mission Tamil Girls' school,  
 Orphan School.

89. The number of pupils and general arrangements have undergone no change. A certificated mistress has been obtained from Madras to superintend the studies, and much benefit is expected to arise from her services. The state of the funds is as reported last year. The proceeds of the sale of crochet work amounted to Rs. 133 during the twelve months, which is somewhat less than the

sum obtained last year. An alteration is being made in the premises, the object of which is to improve the sleeping apartments, and provide more room for both school and boarding purposes.

90. These seminaries have been established a long time, and have been conducted with great ability and success entirely by natives. Though placed among Tamil schools, as being chiefly intended for the Tamil community of the Cantonment, the institution includes distinct seminaries for instruction in Tamil, Telugu and Canarese. The last has been formed during the past year.

Sadur Veda Siddanta Saba Seminaries.

91. There are reported to be in the whole school 281 pupils. The Tamil seminary has 141, with an average daily attendance of 98, and the Telugu seminary 140, with an average of 95. Of the whole number, 43 attend various English schools during one part of the day, for instruction in that language. In each branch of the school there are four classes, managed by as many teachers. For general superintendence there is a committee, certain members of which are styled directors of instruction, whose duty it is, as well as that of the secretary, to hold an examination once a week, and to see that the school is properly carried on. Other office bearers are an accountant, a fee collector, and a person to assemble the boys. The hours of study are from 7 to 10 in the morning, and from 12 to 5½ in the afternoon. The weekly examination is generally held on Sunday.

92. The majority of the school books in use are those published by Government in the Madras Department of Public Instruction. During the last six months some purely religious books have been introduced into the Tamil seminary, such as Tiruvāsakam (prayers to Shiva) Tirumori (prayers to Vishnu) Tiruvengada Tandadu, Arunagiri Andadu, &c. A new and larger supply of maps is, I consider, quite necessary, as those now in use are very much defaced.

93. At the beginning of January it was resolved to add a Canarese class to the school. It is taught by the second Telugu master.

94. The general arrangements and the entire management of the schools are orderly and exceedingly creditable. Among the various institutions in the country under native direction, I would award the superiority to these seminaries, which have been in operation for a quarter of a century, and to the female school attached to the same association. The number of absentees among the pupils is considerable, and the managers further com-

plain that the boys are removed from school before they have been a sufficient time under instruction.

95. The school fees are, in the Tamil and Telugu branches, 8 annas for the first class, 6 for the second, 4 for the third and 2 for the fourth. For the Canarese class the fee is 4 annas. The free scholars who are too poor to pay anything number 26. The amount realized by tuition fees is about Rs. 50 a month. From private subscriptions Rs. 20 more are obtained. Owing to the death or removal of influential members of the association, the assistance from this source is gradually diminishing. The monthly expenditure is about Rs. 106, and the income from all sources is only just sufficient to cover this amount. A surplus fund of Rs. 1,000 had been collected, but through the bankruptcy of the trustee this sum has been lost to the school.

96. This school is intended for the sons of camel and bullock drivers in the public cattle lines. The number of  
Commissariat Hindustani School. scholars is the same as last year.

97. I am glad to report a great improvement since the former inspection, in the discipline of the school. An advance has also been made in the studies. There are still wanting some maps and a black-board. A sum of Rs. 8½ is obtained by fees, and this, with the Government grant, is all the income of the school.

98. This school has not been so well managed latterly as it was two or three years ago. The attendance of pupils  
Madrasa Islamia, Cantonment. is very good, and there is no deficiency in the funds. There is therefore no excuse for neglect. The attention of the committee has been called to the unfavourable account of the instruction given to the boys. The report of inspection is as follows :—

99. A considerable falling off has taken place in the number of scholars, which may have been caused by the dearth which prevailed last year, but I think the difference in numbers is mainly due to a stricter system of registration, and to the removal from the roll of the names of constant absentees.

100. With regard to the text books in use, it will be seen that with scarcely an exception they are entirely different from those I found in the school last year. It will also be observed that only a few pages have been studied in many of them. For these reasons it is difficult to ascertain whether any progress has been made. The following changes may however be noticed. A class for the study of Arabic has been added at the head of the school.

No history is taught in any of the classes, and geography only in one. Euclid has been introduced into the third class. I think the adherence to a fixed progressive course of instruction would be productive of more benefit than this system of constant change. Were a curriculum drawn up and adopted, in which each branch of study should receive its due share of attention, an even and decided progress would speedily be manifest. The inadequacy of the text books printed by Government, and the want of maps have, in some measure, led to the neglect of arithmetic, history and geography. The books, being only epitomes, are soon exhausted, and a boy who has committed the whole to memory in a few months not unnaturally considers himself to have sufficiently mastered the subjects of which they treat.

101. The income of the school is derived from private subscriptions to the amount of Rs. 50 a month, and school fees varying from 1 anna to 3 pie, which produce Rs. 5½. The surplus of receipts over expenditure has been thrown into a reserve fund, in which a sum of Rs. 1,200 is on hand.

102. This school belongs to a different sect of Mahomedans, and is on the whole well conducted by the Pesh Imam and his assistants.  
**Madrasa Kudusia, Cantonment.**

103. According to the register there are 227 scholars, the number in attendance however was no more than 135. I have directed a revision to be made of the rolls, with the view of removing the names of boys who are too irregular to be retained as pupils. The general management of the school appears to be good, and on this subject I have nothing to add to my last report. There has evidently been much laxity in enforcing regular attendance.

104. Fees are levied from the scholars according to their means, of from 3 cash to 4 annas. The monthly collection from this source averages Rs. 12½. There are further private subscriptions for the support of the school, from which a sum of Rs. 74 is obtained.

105. The numbers at this school have been greatly reduced owing to a dispute which arose as to the management and the distribution of the grant-in-aid. It ended in an entire separation of the disputants into two parties, and the establishment of a rival school in the neighbourhood. The seceders naturally drew away with them a considerable number of old pupils.  
**Madrasa Mufid ul Anam, Sultan Petta.**

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106. The division into classes is little more than nominal, as the more advanced boys are all taught from separate books. I am sorry to say that there is much apparent confusion in the general arrangements. This is due partly to the illness of the nazim, who has been unable for some time to attend to his duties properly, and also to the effect of a suspension of the grant-in-aid for several months during which it remained doubtful whether the payment of the amount, first provisionally sanctioned for six months, would be continued, and the grant made a permanent one.

107. There are no maps in the school, but I have directed that such as are available in the book depôt should be purchased. A register of certain particulars regarding the condition and attendance of each boy has been very laboriously written up. I have suggested certain modifications, which, without sacrificing any of the information, will simplify the mode of entry and make reference to the statistics more easy. I trust that on examining the school again a great improvement will be manifest.

108. The fees paid by the scholars vary from  $\frac{1}{2}$  an anna to 4 annas, and the total collection for the month averages Rs. 10. The private subscriptions are set down at Rs. 48. In last May, they seem to have amounted to a good deal more, as Rs. 76 is the sum entered as received during that month.

109. This is unquestionably the first of the Hindustani schools in the province, and is attended by about the same number of pupils as last year. It will be seen from the report given below, that an attempt has been made to introduce English lessons in addition to the Arabic, Persian, and Hindustani studies.

**Madrasa Mahammadia,  
Sultan Petta.**

110. On comparing the present list of lessons with those which were taught when I last inspected the school, some important innovations will be observed. The principal of these are the introduction of English into four classes, and of algebra into the first. For instruction in English a native master has been engaged. He is a Hindu, and a former pupil of the London Mission Institution. I regret that he was not present at the time of my visit. I was the more anxious to see him and ascertain his fitness for the work, as the managers of the school are ignorant of the language, and I feared they might possibly be deceived in their opinion of him. I could not well judge of his success from the performances of the boys, as they have not as yet advanced beyond the reading with a little difficulty of easy sentences in the First Book. The algebra is taught according to the native method, and has been introduced by a Maulvi from Madras, who is temporarily living here for his

health. Whether on his departure the study will be kept up seems doubtful. The geography of India had been particularly well learned, and the history, as formerly described, had been committed to memory from beginning to end. The instruction in industrial occupations, as printing, book binding, and carpentering, is still carried on, and many articles of furniture are ready for sale in the workshop.

111. Altogether the school continues to deserve the high character which I have in my former report ascribed to it.

112. Regarding the funds of the school I am enabled to supply the following information. About 25 boys are free scholars, the rest pay from 3 cash to 2 annas each a month. A sum was thus obtained in October of Rs. 7—13—0. The private subscriptions amount to Rs. 50—8—0.

113. Peculiar interest attaches to this school from its being the only one of the kind in this part of India.

**Mahomedan Female Educational Institution.**

That the Musalmans who have established it should have been successful in obtaining so considerable a number of pupils since June, when the school was opened, is a very encouraging sign.

114. The school contains 115 registered pupils. Of this number, 103 were present, but the average daily attendance is 90. The ages of the girls vary from 6 to 12 or 13. The hours of study are from 9 to 3 with a short interval for refreshment. There are four classes, each under a female teacher.

115. The course of instruction is for the first class Talim Nama, Koran, Char Kursi (a religious catechism) and Sirat ul Islam (or the Bridge of Islam). The second class read the First Book and Koran, and the other classes are learning the alphabet.

116. The teachers, with the exception of one, were not allowed to be seen, and the girls were very shy. Many of the little ones were in tears through fright, and the elder ones refused to come out of their concealment. Great allowance must be made, considering that this was the first inspection, and that the girls were entirely unaccustomed to the presence of male visitors. The members of the committee who accompanied me said it was the first time they had been admitted to a sight of the pupils. About half a dozen girls were induced to read from the Talim Nama, which they did very fluently and correctly. They could also write words and numbers on a slate. I think a good beginning has been made, and it is a fair result to shew for eight months' instruction that a majo-

rity of the girls are able to read, considering that they did not know a single letter previously. Some arrangement should however be made by the committee for a periodical examination of the pupils. It is intended soon to provide for instruction in needlework, and I believe the teachers are studying geography and history with a view to giving lessons in those subjects. On leaving, I had sweet-meats distributed to the girls by way of encouraging them, and in the hope of making them look forward without misgiving to future inspections.

117. The school is mainly supported by private subscriptions amounting to Rs. 70 a month. Of this sum, half is obtained from Europeans and half from natives. The girls each pay a fee of half an anna, which produces about Rs. 5 a month. The premises are very confined, but I understand that the committee intend building a suitable school house, and are in treaty for a piece of ground for that purpose.

118. This school has not been inspected yet. It is a branch of the  
                     ANIKAL.                      Canarese Girls' Day Schools, of which an ac-  
 London Mission Canarese      count is given under Bangalore. The num-  
   Girls' School.                      ber of pupils is about 30.

119. This school continues to be well managed. A recent report by  
                     CHINNAPATAM.                      the Sub-Deputy Inspector says :—  
 Hindustani School.

120. "The school contains 109 boys, of whom 84 were present at the time of inspection. There are three classes, each under a teacher. The first class answered very satisfactorily in the history of India, and geography. In arithmetic they were well acquainted with the rule of three. The second class read well from Taliu Nana, and readily answered questions on the meaning of words. In arithmetic they repeated the multiplication table very quickly. Their handwriting was good.

121. "The whole progress of the school is very creditable and satisfactory. I made some suggestions on the way of teaching which may prove beneficial to the teachers and scholars.

122. "The rate of school fee is various, from a half to one anna. The monthly collection amounts to Rs. 3 or Rs. 4. The secretary of the school states that the endowment fund of Rs. 2,300 produces a profit of Rs. 23 a month."

                    CLOSEPET.  
 Hindustani School.

123. The attendance at this school is about the same as last year.



124. The most advanced pupils of last year have left, and the present scholars are engaged with very elementary studies. The school has suffered very much from the distress which prevails in the town arising from the atrophy of the silk worms, on whose produce the inhabitants are almost entirely dependent for their livelihood. Of 1200 Musalman residents, it is estimated that 500 have been forced to leave the place owing to the failure of their industry.

125. There has been great irregularity in the attendance throughout the year. The head boy had been absent for nine months, and others for long periods. The premises used for school purposes at the time of my last visit speedily became untenable, and it was found impossible on account of the impoverishment of the people to raise funds for the erection of a new building. I understand that a petition was presented to the Shringiri Swami, when he passed through the town, for money to be devoted to the building of a new school, but as it was to be for the use of Mahomedans, the want of success in obtaining funds from this source is less to be wondered at than that such an application should have been made. The boys now meet in a musafir khana belonging to the kotwal.

### KOLAR DISTRICT.

126. This school has not improved during the year. The premises in which it was carried on having become unsafe for want of repair, a vacant room in the Government school was placed at the disposal of the master, and is now occupied by his pupils, among whom are 7 girls.

CHINTAMANIPET.  
Hindustani School.

127. The general condition of the school did not appear to be quite so satisfactory as on the occasion of my former visit. The lessons are much the same, and little progress is apparent. The master has resolved henceforth to adhere to the course of studies which have been drawn up for Government Hindustani schools. I trust therefore that a change for the better will be perceptible at the next inspection.

128. This is a small school in a poor neighbourhood. The pupils are all connected with silladars in the Mysore Horse. The last report says :—

ECHINPALLI.  
Hindustani School.

129. "The rolls contain the names of 25 boys, of whom 20 were present. Some of the others were absent from sickness. The

school is divided into three classes, in all of which the pupils answered satisfactorily. In the first class two or three boys knew as far as proportion in arithmetic.

130. "The school building requires thorough repair, and also needs to be kept cleaner. The amount of subscriptions collected is Rs. 1—7—0. School fees amount to Rs. 1—2—0 a month."

### TOOMKOOR DISTRICT.

131. The following account of this school is extracted from the last

TOOMKOOR. inspection report :—

Wesleyan Mission Girls'  
Orphan School.

132. "Two or three of the elder girls are able to read and write a little in English, and most of them speak English to some extent. But Canarese is the medium of instruction. All the lessons are given by a munshi assisted by a catechist, and daily visits are paid by the missionary. Out of school hours the girls are under the care of a native matron. All household duties as well as cutting out, making and mending of clothes, &c., the girls are taught to perform for themselves. This department is carefully superintended by the wife of the resident missionary. The accommodation would allow of a much larger number of girls being admitted, but for some time past no destitute girls have been met with.

133. This school has a good master, but the attendance is not nume-

KUNIGAL. rous. The Inspector says :—

Hindustani School.

134. "I was assisted in the examination by the amildar, who has given considerable attention to Hindustani and Persian literature, and evinced an interest in the welfare of the school. The standard of Class I appeared to me not equal to what it was on the last occasion, I had to visit the school, but I perceived that with two exceptions the whole class consisted of new pupils. There was a disposition to fall back into the confusing mode of classification, or rather absence of classification, so common to indigenous schools. The head master admitted this, and stated that when the parents of a boy wanted any particular book to be read, it was difficult for him to avoid giving offence and at the same time to retain the system he would like to see enforced. History and geography meet with as little favour as in Canarese schools. Of the latter subject something was known, but the former did not appear to have received any attention, and arithmetic had been neglected. Most of the other studies were carefully taught. But

every boy in the class did not read all the books entered as the course of study in Class I. The master is a man apparently much respected in the town and takes a real interest in his work.

135. "The rule that one half the expense be borne by the promoters of the school is not acted up to. The monthly income from fees and other sources is said to vary from Rs. 2 to Rs. 8.

136. "I learned that some young men whose duties prevent their attending school during the day, receive instruction from the master at his own house in the evening. No other Hindustani school exists in the town."

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## Ashtagram Division.

### MYSORE DISTRICT.

137. Four students from this school matriculated in December, one of them in the first class. Their example is likely to find many followers, as permission has been obtained from the Senate of the Madras University to hold a branch examination in Mysore itself.

**MYSORE.**

Wesleyan Mission Boys' School.

138. There has been no increase in the number of scholars during the past year, but the average attendance is improved. There were present at the time of examination 143 boys. The most advanced scholars of the first class have been preparing for matriculation. These boys have made very fair progress since I last inspected the school.

139. A general promotion appears to have been made not long ago, and there is consequently in every class a great inequality between the upper and lower pupils. In the first class undue attention seems to have been paid to geometry, and the boys have gone farther in that subject than is necessary for matriculation. The second and fifth are the most satisfactory of the subordinate classes. The master of the fourth appears to be a good teacher, but has been in charge only one month. The condition of the third and sixth classes needs looking into, and the entire discipline of the school might be improved.

140. I regret to find that the remarks in my last report upon the maps have received no attention. I consider that a new set is absolutely necessary, and would recommend the series prepared by Mr. Hughes.

141. The fees produce on an average Rs. 28½ a month, the rates being as formerly reported. A few poor boys are admitted free. In addition to this source of income the school receives a grant from the Wesleyan Mission of Rs. 1,000 a year.

142. There are two schools, one for boys and one for girls. In the former a little English is taught, but Tamil is the general medium of instruction.

Catholic Schools.

143. There has been a falling off in the numbers of the English school, due, it is said, to the scarcity which has prevailed during the past year. It nominally contains 21 pupils, but the average attendance is only 9, which is just one third of the number I found a year ago. A change has been made in the master. The present one, who was formerly employed in the Shoolay school at Bangalore, has been here five months. The superintendent of the mission, the Rev. Mr. Janssoone, has also been lately appointed to this station, and has not yet acquired a sufficient knowledge of English to take an active part in examination.

144. In the Tamil school there are 75 registered scholars, the average daily attendance being 54. In this number are included most of the boys from the English school, who are here taught the vernacular. Altogether in this department there has been an increase. The master is the same that was in charge last year.

145. The girls' school is under the management of the nuns, and from 40 to 50 pupils are said to attend daily. They are all merely beginners.

146. My visit unavoidably fell on Thursday, on which day, according to the French custom, a whole holiday is given.

147. The instruction throughout the school is very elementary in character, and the English branch I consider is less advanced than it was last year. The Tamil is in about the same condition. The study of geography from maps has been entirely given up, owing to their being printed in French. I before pointed out the inconvenience arising from this, and would recommend the provision of a few English maps.

148. With the exception of half a dozen boys, all the scholars are Christians. Among the girls five are orphans, and these are fed and clothed by the mission. When old enough they will be sent for employment to the silk factory at Kingeri.

149. The extreme poverty of the children makes it impossible to collect any fees from them. Their books also have to be supplied.

The school is therefore almost entirely supported by the Government grant-in-aid.

150. This school is not in so satisfactory a condition as could be wished. There has been a considerable decrease in the number of pupils.

**Madrasa 6 Bowring.**

151. There are on the books 111 names. As a year ago there were 202, a decrease has taken place in the number of scholars at the rate of 45 per cent. The hardness of the times is said to have caused this reduction of the strength of the school.

152. Two branches have been opened in different quarters of the town, one at Agrahar and another at Shrirampet. These are said to contain 25 boys each. It is proposed, I believe, to establish two other branches, in districts called Nazarabad and Savai.

153. There is evidently great irregularity in the attendance, although this may not be discovered from the register. When I reached the school at 7, though notice of my visit had been sent the day before, only 30 boys were present. Others kept dropping in, till between 8 and 9 there were 80 assembled.

154. The classification of the pupils, as stated in my last report, is merely nominal. Only about 20 boys have made much advance, all the others being engaged with the mere reading of the Koran, or the learning of the alphabet. Arithmetic has been taught according to the native system, and the pupils best acquainted with the rules were unable to find correct answers to some simple sums, in the working of which they made use of tedious and perplexing methods. I have directed the manager to apply for copies of an arithmetic on the European model. Maps are greatly needed for teaching geography.

155. The funds of the school, apart from the Government grant, consist of the proceeds of school fees, private subscriptions, and the interest of the endowment fund. The fees bring in from Rs. 2 to Rs. 4 a month, the rate for each boy being from 1 anna to  $\frac{1}{2}$  anna. Thirty however are free. The private contributions amount to something over Rs. 30 a month. The fund of Rs. 600 seems to have been placed at the disposal of a wealthy merchant who has given great assistance to the school. Owing to differences between himself and his brothers, it appears that he is unable to realize his property, and in consequence the school money is as it were locked up for the time. Security in the shape of bills has been given by him for the principal and interest. These cannot however be converted into cash.

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156. This is a small school, but has made satisfactory progress during the year.

FRENCH ROCKS.  
Hindustani School.

157. Since my last inspection it has been removed into a cleaner and better constructed building. The regiment formerly stationed at the French Rocks, and which was removed for a time to Mysore, has returned to occupy its former quarters, but the number of scholars at this school has not been thereby increased, owing to the existence of an efficient regimental school, in which English, Hindustani and Telugu are taught. The regimental munshi, who was present, declared himself satisfied with the answering of the first class to his questions on Persian grammar, and I am glad to observe that the whole of the boys seem to have been carefully instructed. The general condition of the school is I think satisfactory, and decided improvement has been made since I last saw it.

#### HASSAN DISTRICT.

158. This school occupies a much higher position than the ordinary indigenous schools of the country, both in the class of students and the character of the instruction. Melkote is a place of considerable eminence on account of its large temple, and its literary associations. The inhabitants are nearly all Brahmans.

MELKOTA.  
Sanskrit and Canarese School.

159. I am glad to say that the assistance rendered by Government, in the payment of a monthly allowance to the managers and in the repair of the former school premises, has promoted the revival of the institution, and restored to it the prosperity which it for many years enjoyed. The principal indication of its present flourishing condition is the very considerable increase that has taken place in the number of pupils. When I saw the school a year ago, there were only 25 present, though the register was said to contain the names of 50. Now there are 110 enrolled pupils, and of these, 86 were present at the examination. All are Shri-vaishnava Brahmans.

160. The Sanskrit school contains 46 students, who form three classes, and in the Canarese school there are 64, divided into four classes. The most advanced scholars whom I found in attendance last year have left the school, and the attainments of the present first class in Sanskrit are somewhat lower, but proportioned to the greater youthfulness of the students.

161. In the Canarese branch most of the Government school

books have been introduced, but the novelty of studies in history and geography has prevented these subjects being taught to much profit as yet. It must also be borne in mind that Tamil is almost exclusively used in conversation by the Melkota Brahmans, and that the boys being habituated from infancy to that language have a difficulty in understanding Canarese. More progress however than has been made could hardly in fairness be expected, as the premises have been fit for occupation only three months, and before they were repaired no regularity could be observed in the studies for want of a suitable school room.

162. I have recommended that the Devanagari character should be employed in the Sanskrit studies, and also that arithmetic should be taught in the Sanskrit school. The masters are conscious of the deficiencies of their method, and one of them, with reference to this, expressively described the school as a horse without a bridle. The head master of the Banawar Government school being at Melkota on leave, will assist them in acquiring a competent knowledge of the modes of instruction with which they are not familiar.

163. At the time of my former visit I remarked that the boys should first be taken through a course of instruction in Canarese before entering upon Sanskrit studies, and the masters profess to have observed that a great advantage arises from following this plan. Boys who know Canarese fairly, shew more receptive power in learning Sanskrit, but those who have been taught only Sanskrit seem unable to take in any knowledge through the medium of Canarese, even though, as was said, their heads are broken in the process.

164. Owing to the large number of scholars that have joined the school it has been necessary to engage an additional master, and there are now four, two for Sanskrit and two for Canarese. The boys pay no fees, and are said to be so poor that there is great difficulty in getting them to buy books costing one or two annas each.

165. The enlargement of the premises will probably be necessary before long, but will not involve much expense, as an additional section of the temple verandah can be brought into use and will only need to be enclosed. The repairs to the present building have been very satisfactorily carried out.

166. I may in conclusion remark that much interest appears to be felt in the school by the residents of the town. Both the school room and the street outside were crowded with spectators during the examination.

167. These schools have only recently received a grant-in-aid.

SHETHALLI.  
Catholic Schools.

The inspection report gives a very favourable account of the management and instruction, and general condition of the establishment.

168. "The number of children in the boys' school is 50 and in the girls' 34, making a total of 84. In the boys' school two teachers are engaged, on a salary of Rs. 10 and Rs. 7 respectively. Fees are paid, but the proceeds are considered the perquisite of the teachers. Those who are able to do so are expected to purchase their own books, but I observed several boys were not provided with books. Three destitute boys were lodged, fed, and allowed to attend the school gratis. But from the general appearance of most of the children I should infer that their parents were tolerably prosperous. The proportion of heathen to Christian boys was very small, being about 3 per cent. With very few exceptions all were the children of cultivators.

169. "Except during harvest the attendance is very regular. The distance the boys walk, in some cases as much as two miles, is an indication of the popularity of the school. Four boys were pointed out to me who came from Maggi, a town about 9 miles to the west of Shethalli, whose expenses for board and education are paid by their parents, the boys being accommodated by their friends in Shethalli.

170. "The standard of education aimed at comprises reading, writing, and arithmetic as far as the rule of three. Religious instruction is given daily.

171. "With the girls' school I was particularly pleased. Three native nuns are engaged in teaching. The work, in addition to that done in the boys' school, includes plain needle-work and singing. Although not so far advanced as girls in the best schools in Bangalore, the proportion of elder girls, that is girls of an age from 9 to 11, was much greater than I have been accustomed to see. I consider they read better than the boys, but are not equal to the latter in arithmetic. The facility with which they read manuscript and the neatness of their writing are very commendable. Their replies to my questions were shyly given, but were intelligent. The womens' jackets, boys' caps, and other specimens of needle-work, appeared to me to be of a substantial, useful character.

172. "The boys' school has been for many years in existence, but the girls' school was commenced about four years ago. I consider the grant has been well bestowed."

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## Nugur Division.

## SHIMOGA DISTRICT.

173. This school has never been in a very satisfactory condition, and during the last few months has been disturbed by disputes arising out of the unpopularity of the nazim. After an inquiry into the case by the Deputy Superintendent, pending which the grant was stopped, it was determined to appoint another man to the office, and it is hoped that this measure will be successful in restoring order to the school and in making it more efficient. The Inspector's report on the school is as follows :—

SHIMOGA.  
Hindustani School.

174. "I found an attendance of 45 boys, and observed that they were better supplied with books than on the occasion of my last inspection. The classification was more judicious, and the general arrangements evinced a more systematic internal management than had previously appeared.

175. "With the assistance of the head master and a Musalman gentleman who has shewn an interest in the establishment, I examined Classes I and II, each numbering ten scholars. In the first class the Talim Nama, Kavayad i Urdu, and Gulistan, were brought up for examination. Of the two last subjects only a small portion had been studied, but the answering was general, and not confined to the upper half of the class. Arithmetic had not received due attention. Only one boy had got beyond compound subtraction. History and geography were not taught, and none of the books printed by order of the Commissioner had been introduced. The handwriting was very neat. Class II read the Talim Nama and Hindustani grammar, and pay considerable attention to writing. In arithmetic they can work sums in addition and subtraction.

176. "A few boys pay fees; the amount realized monthly from this source is said to average Rs. 1—4—0. The principal part of the expense is met by the Government grant. Since the month of November 1866, the monthly expenditure has actually been less than the grant, in consequence of a reduction in the teaching staff, and the moktasir informed me he had upwards of Rs. 100 in hand. I pointed out to him the inconsistency of calling the school a grant-in-aid school when in reality it was maintained at Government expense, and shewed him that although Government was disposed to behave very liberally towards Hindustani schools, some attempt must be made to raise funds in accordance with the rules,

or it might be considered necessary to withdraw the grant. To this he assented, and obtained the written promise of several of the inhabitants, principally officers of the Barr corps, to subscribe regularly. The aggregate amount promised was a little under Rs. 20, with a prospect, I was assured, of additions that would raise the sum to nearly the amount allowed by Government.

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## APPENDIX IV.

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### PRIVATE UNAIDED SCHOOLS.

1. The vast majority are the indigenous schools of the country, either Hindu or Mahomedan. There are, besides, a few mission schools in Bangalore, Mysore, and some of the out-stations. None of these institutions have been placed under regular inspection, but on passing through the various districts of the province, the educational officers have taken the opportunity of examining the private schools of any importance lying along their route. In some cases their inspection is invited, and in others readily welcomed. In a few, on the other hand, their visits are regarded with suspicion, and there is evidently no desire to have them repeated. As a rule, however, there is little difficulty in obtaining access to any native school, especially if the visitor is able to communicate with the master in his own language, and has some acquaintance with the customs of the country.

2. The difference between indigenous schools is generally so slight, that to have seen one is to have seen all. They may however be conveniently divided into higher and lower class Hindu, and higher and lower class Mahomedan schools. A sketch of the instruction imparted in the institutions coming under each of these heads was given in last year's report. Some additional information on the same subject has been supplied by the present officiating Inspector of the First Circle, with reference to Hindu schools. He says :—

3. “ I beg to give a sketch of the conduct of indigenous Canarese schools, which will indicate the popular taste, the existing standard of education, and the rate of remuneration to school masters.

4. "No entrance fee is charged. Every Friday each boy pays a trifle. On the 13th evening of each month (trayodashé) another fee, from two pie to half an anna, is expected, with a small present of betel-nut. The three following days from the 14th to 16th, being considered an unlucky time for study, are regarded as a general holiday, and the school master commonly takes the opportunity of attending to any fields or other property that he may have.

5. "Chaturdashé is the name given to the day on which this holiday commences, and before closing the school both master and pupils perform the ceremony of trayodashé pujé, or Saraswatí pujé. On this occasion flowers are offered and appropriate mantras repeated in honour of the goddess of learning. The performers surround the piled school apparatus, amongst which the master's cane is prominent. Each boy successively prostrates himself, adopting the following posture ; the left ear held between the right thumb and finger, and the right ear between the left thumb and finger, the worshipper tapping the floor with his elbows. Then follows a distribution of parched rice, which has been purchased out of the fees before mentioned. This is the appropriate time for the presentation to the schoolmaster of fruit, cocoanuts, &c. The above fees are not considered any part of the school master's salary.

6. "The usual tuition fee expected from each pupil varies from one fanam to half a rupee a month. Should this payment fall into arrears, the master calls at the defaulter's house, and if no money be forthcoming generally receives payment in kind. Occasionally an arrangement is made between a school master and a speculator by which the latter becomes proprietor of the school, and secures the payment of a fixed salary to the teacher. The Keshawa Devasthanam school at Hassan affords an instance. The teacher, I was informed, receives Rs. 8 a month from a Komati of the town, the latter having the right to regulate all admissions and dismissals, the amount of school fees, &c. Similar arrangements exist in the petta of Bangalore.

7. "A regular supply of betel appears to be a favourite perquisite, and the master is supposed to revel in this luxury without any addition to his household expenditure. No particular boys are told off to furnish each day's supply, but it is understood that if two or three bundles are not produced, all are liable to suffer for the omission. The kóláta, or stick-dance, practised during the feast of Mahanavami, in the month of September, forms another source of income. I am told from Rs. 30 to 50 would be collected during the month, but that latterly this practice has become less remunerative.

8. "The Jaimini, Amara Kosha and Bhaktisara are the favourite books in use, the last one especially among Lingayets.

9. "The course of studies varies very slightly. It is the usual custom before dismissal in the evening for the boys to repeat the multiplication table as far as 100 times 100 ; then follow the names of the Hindu cycle of years ; the months in Canarese, English, Hindustani and sometimes in Tamil ; the days of the week in Sanskrit and Canarese ; and names given to the points of the compass, with their presiding deities. The boy appointed for the evening leads, and the rest repeat after him simultaneously. The office of leader is held in rotation.
10. "The first duty in the morning, after the usual invocations, is to write out in the sand the whole of the previous evening's recital. To this course may be attributed the accuracy and extent of a Hindu boy's knowledge of the tables.
11. "Manuscripts being generally used, there is rarely any expenditure incurred for books. The study of grammar, geography and history, is objected to, as being of no assistance in obtaining Government employment or in transacting business.
12. "Boys at the age of seven or eight are considered old enough to attend school, and seldom remain more than three or four years. After that period a Brahman boy, if a vaidika, may, as a continuation of his education, learn by rote certain slokas and mantras used by priests on various religious occasions. A loukika Brahman boy probably attends cutcherry as a volunteer, under the patronage of some relative or friend. The children of merchants and tradesmen rarely aim at any further education, except that of their business."
13. The following are accounts of some of the private ~~unaided~~ schools visited during the year.

#### *Canarese Schools.*

14. This town is a very considerable one, and has four or five indigenous schools, one of which belongs to the  
 DODDA BALAPUR. Musalmans. Of the Hindu schools, the two oldest and most important contain 50 and 40 pupils respectively. One is at the extreme southern end of the town, and the other towards the northern end.
15. The master of the first is a man named Mallappah. The occupation of keeping a school has been hereditary in his family for at least two generations back, and the people seem to repose great confidence in him. I visited his school and found 32 schol-

ars present out of 40, the registered number. The course of studies was similar to what is pursued in all the schools of this description throughout the country.

16. The only indigenous school in this town is one kept by a man named Gundappa. He has 30 pupils, whom  
**BEKUR.** I examined. He himself is a clever and unassuming man, and a better conducted school

than his I have not seen among those of that class. He is apparently much esteemed by the inhabitants of the town. He has kept a school for fifteen years past. On the establishment of the Government school the residents petitioned that he might be the master. This was not granted, and he therefore withdrew to his native place. Eight months ago however he was re-called by a general invitation, and now has a flourishing school.

17. There are said to be eleven indigenous schools in Chintamani, which is a place of considerable wealth. One  
**CHINTAMANIPET.** of these, a Sanskrit and Telugu school, kept by Krishnamachari, I reported on last year. On this occasion I visited another indigenous school of a higher class, kept by Rama Shastri and his brother Umapati Shastri.

18. It has been in operation many years, and contains about 30 scholars, a large number of whom are young men. The school partakes of the character of that at Melkote, with this difference, that Sanskrit is the only subject of study. This however is taught with a thoroughness that leaves nothing to be desired.

19. The method may be thus described :—A sloka is first read out with proper intonation, then the words are separated, or the sandhi resolved ; each word is next parsed and its meaning given in Telugu ; and finally the whole is freely translated into that language.

20. The text books I found in use were Bhoja Charitra, Raghu-vamsha, Sakuntala, &c. In grammar the sutras of Panini were studied, of which some of the pupils were said to know about a fourth.

21. The shastris at the head of the school are exceedingly learned men. Umapati Shastri is a poet, and has received a certificate of proficiency from the Shringeri Swami.

22. I was invited to pay a visit to a school kept in this place by Gangadara Shastri. I am sorry to say I  
**GANJUR.** found it in a very unsatisfactory condition. Ganjur is in the Shrinivasapur taluk.

M

23. I was requested to visit this place, which is six miles west of Goribidnur, with a view to recommending the establishment of a Government school.

HOSUR.

I found, as I had been told, that the town was larger than Goribidnur. It is in fact the most considerable place in the taluk. Apparently no means now exist for the education of the children. There are said to be fifty Brahmin families residing there, the principal members of which are all shanbagues. Besides these the town contains a large proportion of traders and shopkeepers.

24. This town contains several indigenous schools, three of which have particularly come under my notice, two Hindu and one Musalman. Of the former the best is kept by a Brahman named Krishnapa, and contains 25 scholars. The other has 30 pupils, many of whom are little more than infants. The master's name is Somaiya. The two schools have been in operation for many years, and now yield an income, the former of Rs. 8 and the latter of Rs. 3 or Rs. 4 a month. Of the two men, I consider the first as decidedly the best qualified teacher.

SIDLAGHATTA.

25. The Inspector says:—"I visited three indigenous Canarese schools in the town. Babu Rao, the master of a school of 15 boys, appeared to be the best qualified teacher, and stood well in the opinion of the Government school master and of the amildar."

MADGIRI.

26. "Until the establishment of the Government school the educational requirements of the place were met by a Canarese school, which, I was informed, had been in operation for more than fifty years, the present master having taken charge of it on the death of his father about fifteen years ago. It still appears to be the popular school. I visited it and found 14 boys present. The school betrayed the usual absence of system and was conducted as such schools generally are, but the boys belonged to a better class than those in the Government school, and in some subjects were decidedly in advance of them."

PAUGADA.

27. "This town, said to be about 18 miles distant from Paugada, was strongly recommended by the amildar as a station for a school, but I was not able at the time to go on there. I had an interview with some of the townspeople who happened to be at Paugada on business. From them and the talook records I learned that the population is about 1500 and that no suitable Canarese school exists."

HOSKOTA.

28. "I was informed of one Canarese school, with an attendance of 11 boys, but from all accounts it was of the poorest description and often closed.

KUNIGAL.

29. "This is a small town in the Chinnarayapatam talook. I visited the only school in the place, a Canarese one, recently opened by a Brahman, and attended by 13 boys. On stating my wish to see the school I was conducted to the spot by the kotwal. From the hurried manner in which the boys were called outside and a seat placed for me in front of the house, I perceived that my entrance was not desired, although no objection was made to my examining the boys.

HIRASAL.

30. "The whole of the school apparatus was represented by a small bundle of papers tied up in the teacher's handkerchief. No books or boards were in use. Only four of the boys could read. The multiplication table, generally thoroughly mastered, in this case was imperfectly learnt.

31. "The master was an intelligent man, apparently in good circumstances, and not dependent on the school for his living. The pupils seemed to belong to respectable families. From the teacher I learned that the school had only been twenty days in operation. All the pupils I saw lived in the town, but many more from the neighbourhood were expected.

32. "The books generally used in Government Canarese schools were not known, and no desire was expressed to obtain any.

33. "In Hassan I expected to find four indigenous Canarese schools, three in the fort and one in the petta, but of these only two are in existence and both in the fort.

HASSAN.

34. "In the Keshava Devasthanam I found 15 boys, taught by a Smartha Brahman. About half the pupils were Brahmans, and the rest of different castes. The boys were very quick in using the multiplication table, and one or two performed lengthy calculations mentally, requiring addition, subtraction and multiplication; but no system of arithmetic was taught and none of the boys could work out a simple multiplication sum on a board. The books studied were such as the boys happened to bring with them, generally portions of the Jaimini and popular Canarese poems, which were learned by rote.

35. "In the potters' street I visited a school numbering 28 boys and 3 girls. The boys represented a variety of castes, wakaligaru and potters predominating. The girls were all dancing girls.

Neither the master nor any of his pupils were Brahmans. In attainments very little difference was perceptible between the boys of this school and the one referred to above."

36. This town is a very large and prosperous one, and the head quarters of a talook. It contains four private schools, in which about 50 boys are under instruction. The wish of the people is very strong for an English school, the success of the one established at Yellandur having made them desirous of possessing a similar institution.

37. There is one small school in the town kept by a Brahman, in which there are 10 boys, and the same number in another school belonging to the Jains. The pupils are very young and their studies very elementary. The first has been in operation two years, and the other eighteen.

38. Besides these, there is an English school kept by a Musalman, an old regimental munshi, who was invited from Maddur by the late amildar, three months ago, to teach the boys of the cutcherry officials English. He has 10 pupils, and receives Rs. 15 a month

39. "The three schools at Kodlipet were attended principally by the children of Komaties and Banajigaru. The aggregate attendance of the three amounted to 38, but was said to fluctuate according to the requirements the parents might have for the assistance of the elder children in helping to keep accounts, assist in the shop, &c. Changes amongst the masters were also said to be frequent. The attainments of the boys appeared to me rather below the common standard, for they had not mastered the multiplication table."

40. "In Arkalgode there are three indigenous schools, in which Canarese is taught. Of these, two are situated in the petta and the third in the fort.

41. "The largest of these is one held in a basava temple, with a maximum attendance of 22 boys; 20 were present on the occasion of my visit. Lingayets, banajigaru, and goldsmiths were the castes most numerously represented. The master is a Sudra. Telugu was taught for the benefit of 5 or 6 boys who spoke that language, the rest of the instruction was in Canarese. The attainments of the boys were such as are common in ordinary Canarese schools.



42. "The second school in the pettah, called after the teacher, Venkatappa's school, is of a similar standard as the one just described, but has only half the number of pupils.

43. "The school now in the fort was lately transferred from the petta. I did not inspect it, but learned that it contained 10 or 12 boys, of whom about 6 are Brahmans, but it is in no way superior to those I had seen."

### *Hindustani Schools.*

44. "At the time of my inspection the Hassan Madrasa had 74 names on the register, and 68 boys were present. The pupils are divided into six classes under the care of four masters. Three Musalman gentlemen form the committee of management. The school appears to me well conducted and deserving the assistance of Government. The present expenditure is stated to be Rs. 55 a month. The average amount of fees realized is Rs. 5 a month, the other expenses being met by donations and subscriptions.

HASSAN.

45. "The studies in Class I are as follows:—Persian—Araish Nama (a Persian grammar), Chehal Sabak (elementary Persian grammar), Masduri Fayuz (a more advanced Persian grammar). Hindustani—Talim Nama, history and geography of India, arithmetic as far as vulgar fractions.

46. "The apparatus belonging to the school comprises maps of the hemispheres, Europe, and Asia."

47. The Hindustani school here has been established five years, and is supported by private contributions to the amount of Rs. 10 a month, and by school fees averaging Rs. 2½ a month. Out of this sum of Rs. 12½ are defrayed the expenses of the establishment, consisting of a master and two servants.

DODDA BALAPUR.

48. I formed a favourable opinion of the school from examination of the principal boys, who had been instructed in Hindustani and Persian, some being able to read and translate from Gulistan in the latter. The master is a respectable and I should say clever man. The number of scholars is I understand 40, but my visit being on a Friday I did not see all.

49. Dodda Balapur is a large town, and contains a great number of Musalmans. I think therefore the school in question has a very legitimate claim to assistance from Government, both on account of the proportion of Mahomedan residents for the edu-

cation of whose children it affords the only means, and on account of the respectable character and creditable management of the institution itself.

50. The local Hindustani master, whom I have frequently recommended for a grant-in-aid, presented his pupils to the number of 40 or more for examination. He seems to have been carrying on their studies in a satisfactory manner, and I see no reason to alter the opinion I have already expressed regarding him.

HOONSOOR.

### *Mission Schools.*

51. I was invited to visit the vernacular schools established in Mysore by the Wesleyan missionaries, and was taken to five schools, three for boys and two for girls. They are situated in various parts of the native town which lies beyond the fort walls.

MYSOOR.

52. Of the boys' schools two were largely attended, there being from 60 to 80 pupils in each. The course of study included reading, writing, arithmetic, and other simple exercises.

53. The girls' schools had been but recently established. There were about 20 pupils in one, and less than a dozen in the other, but I believe the aggregate numbers have since increased. In the first which I saw, one or two of the girls read very fairly. The second school was held in a small shop very much in need of ventilation. The girls were just beginners.

54. "The Wesleyan Mission have a Canarese school in this town numbering about 30 boys. My attention was called to a deaf and dumb boy who had learnt to write in the school. He worked out a sum in compound multiplication rapidly and correctly, a sufficient indication that, in his case, the teacher must have exhibited considerable patience and ability for teaching."

KUNIGAL.

55. "I visited a vernacular school for boys conducted by the Wesleyan Mission at Golur, a distance of 4 miles from Toomkoor. I found 30 boys present, and was informed that the numbers generally range from 25 to 35. The master is an intelligent Brahman.

GOLUR.

56. "One pleasing feature in this school is that the attendance is not fluctuating as in many vernacular schools, but the boys who enter the lowest class generally remain about three or four years and go through the appointed course. Two or three, who had left

school the previous year, happened to be present amongst the spectators and were called forward to be examined. They wrote a good hand, were able to read well, and understood keeping accounts. Besides this, they had gone through the course of religious instruction adopted in the school. For boys of their class nothing would be gained by aiming at much more than such a course comprises. Each class was examined, and there was sufficient evidence of efficient tuition and careful supervision."

57. "The Canarese school belonging to the same mission in the town of Toomkooz is of a similar standard as to numbers and attainments."

TOOMKOOZ.

58. "I was also requested to inspect a Canarese school at Gubbi for orphan and destitute boys which was established in January 1866. I found 17 boys, of ages varying from 7 to 16, who are lodged, clothed and educated at mission expense. No English was brought up for examination, but several of the boys were taught to read and write in that language. The missionary in charge gives all the lessons to the senior boys, and the lowest class is taught by a catechist. The first class contains 9 boys, whose course of study comprises grammar, arithmetic, history, geography and religious instruction. Each of these subjects had received due attention, and the attainments of the class were very creditable. The state of the lower classes was proportionately good."

GUBBI.

59. There are other important schools in different parts of the country, of which no particular accounts have reached this office. The Sanskrit Institution at Mysore, the London Mission Institution in the petta of Bangalore, with its branch schools in the Cantonment and at Alasur, the boys' schools belonging to the same mission at Malur and Anikal, and those of the Wesleyan Mission at Yedioor, Magadi and Sarjapur, may all be mentioned among such private unaided schools.

19
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Total
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30,892
--------

1013
10
45
25
12
18
26
17
28
26
15
32

19	25	26	27
	Annual Cost of educating each Pupil.		REMARKS.
Total	of over ts.	Total Cost. Cost to Government.	
0 30,892 5 0 3			

OFFICE OF THE DIRECTOR OF P  
Bangalore, 30th May

1013	1153	Do.	45
10	12	Do.	44
45	47	Hindustani School.	43
25	26	Do.	42
12	12	Do.	41
18	18	Do.	40
26	26	Do.	39
17	17	Do.	38
28	41	Do.	37
26	23	Do.	36
15	20	Do.	35
32	41	Do.	34

Public Instruction.

Annual Cost of educating each Pupil.			REMARKS.		
Total Cost.	Cost to Govern-				
15	9	7	13	6	2
8	11	7	7	14	0
11	13	2	11	0	9
18	8	10	17	1	2
6	10	5	5	6	9
10	0	0	8	13	10
6	13	8	5	3	3
12	9	7	11	8	7
15	10	2	13	9	11
16	5	9	11	14	5
18	0	0	17	7	7
10	11	2	9	10	10
18	4	3	16	15	9
10	14	2	9	5	11
12	13	8	11	10	11
17	5	10	16	7	0
12	0	0	10	7	8
24	0	0	21	11	4
14	8	7	11	12	3
6	14	9	5	7	10
22	0	11	19	15	6
11	8	0	10	7	7
43	8	0	37	8	0
7	14	1	6	15	7
7	10	8	5	11	7
0	0	0	0	0	0
6	14	11	4	13	10
7	14	2	6	3	6
12	0	0	10	9	10
27	9	7	24	8	11
17	5	0	5	12	8
14	2	1	12	5	2
28	0	0	21	7	10
11	3	10	8	8	9
	3	10	3	14	7
	11	8	6	11	7

	Telugu.	Tamil.	F.
0	C	0	0
0	C	0	0
0	C	15	8
0	0	0	0
0	0	0	0
0	0	0	1
0	60	0	0
0	0	0	0
0	35	6	11
0	77	0	0
0	31	0	0
0	0	0	0
0	126	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	329	—	14
0			0

O D 10 E		21		26		27	
on the n each end of		Charges during the year					
		REMARKS.					
Telugu.	Tamil.	nt.	Extraordinary to ment.				
0	0	0 0	0	0	0	0	Expenditure included in that of the Boys' School.
0	0	15 8	58	9	6	11 0	
0	0	0 0	0	0	0	0 0	
0	0	0 0	0	0	0	0 0	
0	0	1 6	659	14	7	13 2	Expenditure included in that of the Boys' School.
0	60	0 0	208	0	0	9 7	
0	0	0 0	0	0	0	0 0	
0	35	6 11	138	7	5	3 6	
0	77	0 0	68	7	2	6 1	
0	31	0 0	0	0	0	0 0	Expenditure included in that of the Boys' School.
0	0	0 0	0	0	0	0 0	
0	126	0 0	3	2	1	12 2	Expenditure included in that of the Boys' School.
0	0	0 0	3,112	0	0	15 6	
0	0	0 0	75	14	0	9 3	
0	0	0 0	60	0	0	9 7	
0	0	14 10	14	5	6	0 0	
0	329	0 11	4,398	11	9		
		ICE, Public Instruction.					

ICE,  
Public Instruction.

<i>Anglo-Vernacular</i>					
3	Native Educational Institution	16	34	350	382
4	Wesleyan Mission School ...	3	4	177	170
		19	182	671	680
<i>MIDDLE CLASS.</i>					
<i>English.</i>					
5	Cantonment Boys' School ...	3	39	48	54
6	Do. Orphanage ...	0	32	32	30
7	Ordinance School ...	1	24	29	25
8	St. John's District School (Boys)	0	63	63	59
<i>Anglo-Vernacular</i>					
9	St. Joseph's Catholic Seminaries	0	68	101	98
10	St. Patrick's Catholic Seminary	1	42	86	82
		5	268	359	348
<i>LOWER CLASS.</i>					
<i>English.</i>					
11	St. Mark's Ragged School ...	0	45	45	49
<i>Anglo-Vernacular</i>					
12	Blackpalli Catholic School ...	5	186	210	215
13	Catholic School, Boys' ...	0	12	105	100
14	Madrasa Mahomedia ...	130	0	133	96
<i>Vernacular.</i>					
15	Catholic School, Boys' ...	0	0	50	50
16	Gun Troop Tamil Boys' School	0	0	31	41
17	Madrasa à Bowring ...	138	0	143	128
18	Do. Islamia ...	121	8	130	105
19	Do. Kudusia ...	151	0	151	322
20	Do. Mufidulanam ...	105	0	107	85
21	Hindustani School, Commissari	23	0	23	34
22	Do. do. ...	35	0	36	20
23	Do. do. ...	109	0	109	106
24	Do. do. ...	42	0	42	42
25	Do. do. ...	27	0	27	20
26	Do. do. ...	0	32	33	33
27	Do. do. ...	20	0	20	20
28	Do. do. ...	52	1	55	50
29	Sadur Veda Sidhanta Sabha	0	0	260	260
30	Sanskrit and Canarese School	0	0	97	97
		958	284	1807	1873
		982	734	2837	2901



350	382
77	170
---	---
71	680

8	54
2	30
1	25
1	59

98
82
348

**B. L. RICE,**  
*Offg. Director of Public Instruction.*



## APPENDIX V.

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### STATISTICS OF INSTRUCTION

TABULATED ACCORDING TO THE FORMS PREPARED BY THE

### STATISTICAL COMMITTEE.

---

#### **A** ECCLESIASTICAL.

#### **B** EDUCATIONAL.

1. UNIVERSITIES (NONE).

2. SCHOOLS.

#### **C** LITERARY AND SCIENTIFIC.

1. LITERARY AND SCIENTIFIC SOCIETIES.

2. THE PRESS.



# IV. STATISTICS OF INSTRUCTION.

## C.

### Scientific and Literary.

#### 1. Scientific and Literary Societies.

*Annual Return for the Province of Mysore in the year 1867—68.*

Mysore Museum, Bangalore	...	To illustrate the products and resources of Mysore	...	2,586	0	0	2,586	1,35,045 Visitors.	83,083	0	218,128	Not 1865
Cantonment Mutual Improvement Society	...	Mutual improvement of its members by means of discussions, lectures, &c.	...	0	6	24	30	18 Members, 30. Visitors,	0	0	48	Not 1867
Bangalore Literary and Scientific Institute	...	Moral and intellectual improvement	...	0	0	476	476	104	0	0	104	Not 1868
		Total.....		2,586	31	7,507	10,224	1,35,373	83,087	9	218,469	

B. L. RICE,  
*Offg. Director of Public Instruction.*

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
BANGALORE, 30th May 1868.

ANNUAL ACCOUNTS FOR THE JOURNAL OF MYSORE IN THE YEAR 1867—68.

NUMBER OF NEWSPAPERS.						P E R I O D I C A L.						BOOKS PUBLISHED IN THE YEAR.					
Daily.		Bi or Tri-weekly		Weekly.		Monthly.		Quarterly.		Yearly.		Occasionally.		English.		Other.	
English	Other	English	Other	English	Other	English	Other.	English	Other.	English	Other.	English	Other.	Number of Books.	Number of Copies.	Number of Books.	Number of Copies.
0	0	1	2	1	1	1	1	0	0	0	1	0	0	12	12,270	35	62,375
				1 Mysore Gazette, English and Canarese.													4

OFFICE OF THE DIRECTOR OF  
PUBLIC INSTRUCTION,  
BANGALORE, 30th May 1868.

R. L. RICE,  
Offg. Director of Public Instruction.

**R E P O R T**

**ON**

**PUBLIC INSTRUCTION**

**IN**

**MYSORE**

**FOR THE YEAR 1868—69**



**BANGALORE**

**MYSORE GOVERNMENT PRESS**

**1869**

PRINTED AND PUBLISHED  
BY J. F. GARRETT SUPT. MYSORE GOVT. PRESS, BANGALORE.  
1869



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### GOVERNMENT SCHOOLS.

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- C. Literary and Scientific.
  1. Literary and Scientific Societies.
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To

THE DIRECTOR OF PUBLIC INSTRUCTION OF MYSORE,  
BANGALORE.

SIR,

I am directed to acknowledge the receipt of the Report on Public Instruction in Mysore for the year 1868—69, submitted with Mr. Rice's docket No. 300 of the 4th instant, and to communicate the Chief Commissioner's observations thereon.

2. There is a marked improvement in the number of scholars attending the various schools, the number in Government schools being nearly double what it was in the previous year, while in grant-in-aid schools there is an increase of more than 1000, and in the lists of Hóblí schools 5088 pupils have been entered.

3. The two principal points requiring remark are the establishment of sub-talook (Hóblí) schools, and the movement made towards organizing female schools. The first of these has evidently been accepted as a boon by the country generally, and the latter bids fair to succeed. The introduction of Telugu into those talooks where that language prevails is also a marked feature, and will, the Chief Commissioner hopes, lead to improvement in the schools of the Kolár District.

4. The Chief Commissioner is glad to see that the post of Deputy Inspector of Hóblí Schools is regarded with favor by the Educational Department.

5. In regard to finance, the only point requiring notice is the large outlay on English grant-in-aid schools, which the Chief Commissioner thinks should be restricted as far as possible, it being apparent that the vernacular schools are beginning to appreciate the value of Government support, while it is unlikely that the aid given to English schools will ever be relinquished.

6. The returns under University examinations appear satisfactory, and the Chief Commissioner is glad to see that the High School maintains a good place in the list.

7. It is gratifying to observe that the imposition of fees in the Raja's School at Mysore has in no way affected the attendance of the pupils at that institution.

8. The Hassan and Kolár Schools of the higher class take a prominent place among such institutions in the province, but the others seem to be still susceptible of great improvement.

9. The middle class schools do not call for special remark.

10. Among the Canarese schools of the lower class, those of Dodda Ballápura, Chikka Ballápura, Maddagiri, Toomkoor, Shikáripura, Ságara, Bánávára, Dévanagere and Hosadurga appear to deserve notice. Generally however the character of these schools is below par.

11. The Hindustani schools do not progress as they should, which indicates either a want of proper organization, or a paucity of good masters.

12. The details given regarding the Hóbli schools are interesting, and great credit is due to Mr. Rice for inaugurating and defining the excellent scheme now in progress, for carrying education into all the sub-divisions of talooks. So far as it has as yet been carried it may be pronounced a complete success, and it is to be hoped that better educated men will, in the course of a few years, by an easy process and with the support of the people, take the place of the old instructors. It is observed that these schools have been established in 146 out of 645 hóblies of the province, which for the first year's progress is gratifying.

13. The first attempts made to establish female schools have proved so successful that the Chief Commissioner thinks that, now that the co-operation of influential high caste natives has been secured, the number may be safely increased in different parts of Mysore.

14. The progress attained in spreading normal schools appears to the Chief Commissioner very encouraging, and he has no doubt that their effect will be felt shortly throughout the province. From the report submitted, it is evident that a great step has been made in enabling the indigenous teachers to recognize and reflect upon their own imperfect education, and thus stimulating them to acquire a genuine title to be called learned men.

15. The Engineering School is, it is observed, reported on more favorably than heretofore.

16. The instruction given in the Central Jail should, in the Chief Commissioner's opinion, be, as far as practicable, extended to the other jails of importance in the province, the progress made having been satisfactory. Good results are also anticipated from the education imparted in the juvenile reformatory.

17. The details given under the head of private schools are interesting, but do not call for special notice, except the praiseworthy efforts made by the ladies of the London Mission in educating girls in the Bangalore pété. In the other schools the progress made appears creditable. The remarks on indigenous schools contained in paras 99—107 are well deserving of perusal.

18. The Chief Commissioner quite concurs with Mr. Rice in the remarks made in para 118, that it is unwise to encourage inferior English schools, which only enable boys to acquire a superficial smattering of the English language which is of no practical service, and only makes them conceited.

19. The greatly increased sale of books and the constant demand for them, are very remarkable signs of a generally wide spread desire for securing a good education.

20. The progress made in erecting school houses appears creditable, and the Chief Commissioner expects good results from the supervision of such work having been entrusted to the Educational Department.

21. The Educational Department has been very efficiently presided over by Mr. Rice, to whose industry and ability most of the improvements effected are due, and he is well entitled to the best thanks of the Chief Commissioner. Mr. Bowring also acknowledges the services of the other officers mentioned by him.

22. The present Report, I am to add, is undoubtedly the best yet prepared in this province, and does great credit to the officiating Director of Public Instruction.

"By Order,"

T. CLARKE,

*Offg. Secretary.*



OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
BANGALORE, 4th May 1869.

*From*

B. L. RICE, Esq.,  
*Officiating Director of Public Instruction.*

*To*

CAPTAIN T. CLARKE,  
*Officiating Secretary to the  
Chief Commissioner of Mysore.*

I have the honor to submit my report on Public Instruction in Mysore, for the official year 1868—69.

2. The result of the year's operations will be illustrated by the following table, shewing the aggregate of schools and scholars now connected with the department as compared with the number

Numerical Results.

reported at the end of last year.

Description.	1867—68		1868—69	
	Schools.	Scholars.	Schools.	Scholars.
Government .. ..	64	2,797	89	4,839
Hóbli .. ..	0	0	146	5,088
Grant-in-aid .. ..	46	4,138	74	5,202
Total.....	110	6,935	309	15,129

The bare statement in this simple form indicates a very marked progress. The result is partly due to the greater development of previously existing institutions, but mainly to important educational measures recently introduced. The principal of these will be here briefly mentioned as preliminary to the formal report, a description of particulars being reserved for the sections under which each falls to be treated.

3. The leading event of the year has been the establishment of hóbli or village schools, designed for the benefit of the rural population and the masses generally. The scheme for this purpose has

Hóbli Schools.

been welcomed in all parts of the country as a great boon, and the people have in the clearest manner evinced their desire to obtain a good education for their children.

4. A movement only second in importance has been the opening of Government female schools, the success of which proves that the step is appreciated by the more intelligent classes of native society. Had not further efforts been postponed by Government, many schools might have been set up in different parts of the country.

Female Schools.

5. The establishment of talook schools has been carried on as in former years. The important District of Mysore has thus become well occupied, and the outlying remoter parts of the Chitaldroog District have also been taken up, as will be seen from the accompanying map, exhibiting the distribution of all schools. It presents a striking contrast to a similar map forwarded with the last report.

Talook Schools.

6. Telugu studies have been introduced with good effect into the schools of the north eastern parts of the province, principally in the Kolár District, where that language predominates.

Telugu.

7. Scholarships have been founded in connection with the High School and the Engineering School, in the latter case for the express purpose of obtaining native students from remote districts of the territory to be trained for employment in the Public Works Department.

Scholarships.

8. The rules for educational grants-in-aid have been revised, and the conditions on which Government assistance will be given to private schools more accurately defined.

Grant-in-aid Rules.

9. A considerable number of fresh grants have been sanctioned, the award being regulated with a view to the distribution of Government aid more equally over all parts of the country, and the assistance, as far as possible, of meritorious efforts on the part of the natives themselves.

New Grants.

10. An analysis of the statistics for the year shews that of all



**Analysis of Statistics.**

the youth under instruction in both Government and grant-in-aid schools (with the exception of hóbli schools, for which there are no statistics as yet) 7955 are boys, and 1732 girls. Classified according to race or creed, 6595 of these are Hindus, 1823 Mahomedans, and 1269 Europeans or Eurasians. The assortment of the schools, and the attendance at those of each grade, are exhibited below.

Description of Schools.	Government.		Grant-in-aid.	
	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.
Higher Class .. ..	8	1,122	5	746
Middle " .. ..	10	247	8	556
Lower .. { Talook ..	61	2,204	33	2,289
Hóbli ..	146	5,088		
Female Schools ..	3	121	28	1,611
Normal Schools ..	4	386	0	0
Special Schools ..	3	757	0	0
Total.....	235	9927	74	5202

11. To meet the multiplied demands of the new schools, a series of elementary school books has been prepared in Canarese, and published at remarkably cheap rates to bring them within the reach of all. A map of the world has also been engraved, on a large scale, in Canarese, one of the most pressing wants of the department being thus partially supplied.

12. The number of school buildings has received a greater increase than usual. The construction of five school houses has been completed by the Public Works Department, three others have been erected by the Educational Department, and at one station premises have been obtained by purchase.

13. Following the plan of last year's reports, I proceed to review the operations of the department under the heads which follow. The appendices may be referred to for minuter information compiled from inspection reports.

## I. CONTROLLING AGENCIES

14. The staff of Inspecting Officers has been enlarged by the appointment of eight Sub-Deputy Inspectors of **Inspecting Officers.** Hóblí Schools, one for each district. Their selection has been made with great care from among the most experienced and efficient of the vernacular masters, a preference being given, so far as mental qualifications were concerned, to those who were known to be well versed in the literature of the country. Although involving the necessity, so disagreeable to a native, of constant travelling, the appointments are justly regarded as prizes in the Canarese Department, and I believe that the present incumbents will spare no effort to distinguish themselves.

## II. GENERAL FINANCIAL STATISTICS.

15. The expenditure of the Department was as given below.

Charges.	Expenditure during 1868-69.	
	From Imperial Funds.	From Local Funds.
Direction with its subsidiary charges ...	12,856	0
Inspection with its subsidiary charges ...	11,619	0
Instruction (including all educational expenditure not coming under the above heads.)	1,41,676	61,142
Total Ra.....	1,66,151	61,142

16. An analysis of the expenditure on instruction gives the following results.

Description of Schools.	Government.		Grant-in-aid.	
	From Imperial Funds.	From other sources.	From Imperial Funds.	From other sources.
Higher Class ...	41,575	718	10,310	25,412
Middle ..	9,373	600	4,960	9,005
Lower { Talook	17,747	0	7,536	10,288
	10,302	0		
Female Schools ...	904	0	9,960	15,117
Normal Schools ...	5,587	0	0	0
Engineering School ...	4,339	0	0	0
	89,827	1,818	32,766	59,822

### III. UNIVERSITY EXAMINATIONS.

17. The branch examinations of the Madras University held at the stations of Bangalore and Mysore, were more numerous attended than in any previous year, and several candidates passed from schools not before represented on the University list. The following was the number examined.

Station.				Matriculation.	First Arts.
Bangalore	...	...	...	89	38
Mysore	...	...	...	32	4
Total.....				121	42

18. The results of the First Arts Examination were good, nearly 43 per cent having passed. The results of the Matriculation Examination, on the other hand, were disappointing, the proportion that passed being only 19 per cent. Circumstances connected with this year's examination in particular will partly account for the general failure, but it must be borne in mind how great a number of candidates present themselves for the test without due preparation. On the whole the evidence of progress in the higher education is very decided.

19. The following are the schools from which successful candidates proceeded.

#### *First Arts Examination.*

Schools.				First Class.	Second Class.	Total.
High School	...	..	...	1	5	6
Native Educational Institution	..	..	...	2	3	5
Bishop Cotton's School	..	...	..	1	2	3
London Mission Institution	..	..	...	0	2	2
Wesleyan Mission Institution, Mysore	..	..	...	1	0	1
District School, Hassan	..	..	...	0	1	1
Total ...				5	13	18

*Matriculation Examination.*

Schools.				Second Class.
London Mission Institution	..	..	..	6
Raja's School, Mysore	..	..	..	5
High School ...	..	..	..	4
Bishop Cotton's School	..	..	..	3
Wesleyan Mission Institution, Mysore	..	..	..	3
Native Educational Institution	..	..	..	2
Total ...				23

20. Two candidates from this province have graduated as *Bachelors of Laws*. One of them was entirely educated at the High School, having commenced with the alphabet about eight years ago. He is now employed as an assistant master in that institution.

## IV. GOVERNMENT SCHOOLS.

Description of Schools.	Number of Institutions.	Number on the Rolls (monthly average).	Average daily attendance.	Total Expenditure.		Fees and Book sales returned to Govt.
				From Imperial Funds.	From Local Funds.	
Higher Class...	8	982	834	41,575	716	13,629
Middle " ...	10	231	205	9,373	600	1,206
Lower { Talook	61	1,883	1,638	17,747	0	2,266
	146	5,088	5,086	10,302	0	0
Female Schools	3	100	86	904	0	23
Normal Schools	4	380	373	5,587	0	0
Other Schools for Special Education...	1	30	28	4,339	0	264
Total...	233	8694	8252	89,827	1,318	17,568

The number of pupils on the rolls at the end of the official year was 9927.

## 1. SCHOOLS OF THE HIGHER CLASS.

21. The High School has in great measure recovered its popularity, especially during the past few months, and now contains 509 students. I attribute  
High School, Bangalore.

its improved condition to the more regular and methodical way in which it is now conducted.

22. Every opportunity has been taken advantage of for securing a competent staff of subordinate masters, as upon them much responsibility devolves, owing to the fact that the college students are too numerous to allow of their training being more than partially carried on by the Principal himself. Of the 13 assistants now on the establishment, (3 Europeans and 10 natives) 2 are graduates, 3 have passed the First Arts Examination, and 2 are matriculated.

23. The success of the school in the University examinations has been encouraging, especially as regards the F. A. candidates, of whom 6 passed, one in the first class. The students for matriculation were less fortunate, only 4 having passed. One student who has been entirely educated in the High School, commencing with the alphabet, has taken the degree of Bachelor of Laws. The annual examination of the upper classes was conducted, as usual, by gentlemen unconnected with the department. From the Examiners' reports (printed in the appendix), it may be inferred that creditable progress was made during the year.

24. An allowance of Rs. 500 from Government for scholarships has been distributed to deserving students in the college classes to enable them to continue their studies up to the standard appointed for the B. A. degree. The managers of the Dobbs' Scholarship Fund have further granted an exhibition of Rs. 7 a month for one of the matriculated students.

25. Athletic sports have been cultivated with success. The cricket club has challenged several local clubs, and the score of the matches shews that natives are able to hold their own in the game. In a match with Bishop Cotton's school, the High school obtained 163 runs, against 118, and in another match played with the Cantonment club 119, against 77. A well furnished gymnasium has been erected in the school grounds, and two men of the Royal Artillery have been engaged to instruct the boys in the use of the apparatus.

26. This is probably the oldest English school in the province.

Raja's School, Mysore. It was established as a Free School by the late Maha Raja in 1833, on the recommendation of the British Resident, General Fraser. In 1840, by the advice of Colonel Stokes, the Wesleyan

missionaries were entrusted with the management, which remained in their hands for ten years, until resumed by His Highness in 1850. Maintained with varying success, the school on the death of its founder in 1868 was brought under the control of the Educational Department, and placed on the same footing as other Government schools.

27. It is remarkable that the imposition of fees has had the effect of increasing and not of diminishing, as might have been expected, the number of students. There are now borne on the rolls 262 names, making this in numerical importance the second of the Government schools in the province. The standard of the education imparted has been elevated to correspond with that obtaining in schools of the higher class, and it is a gratifying circumstance that 5 students matriculated at the last examination of the Madras University.

28. I should be glad to see some scholarships attached to the \*institution. Captain J. A. Campbell, Superintendent of Ashtagram, has liberally given one of the value of Rs. 10 a month for the present year, and Colonel G. Haines, Guardian to the Young Maha Raja, has offered to continue it at the same rate for the year following.

29. The Hassan District School continues to be as well attended as in former years. In the last University District Schools, Hassan. examinations, I regret to say that it met with but indifferent success, having passed only one candidate, namely for the First Arts Test. It should be mentioned that, of the students for Matriculation, one was taken ill during the examination, and unable to appear after the first day.

30. The Shimoga School has not given me the satisfaction that I could wish. The Head Master was ailing Shimoga. for a long time and consequently unable to pay the requisite attention to his work. He has just returned after four months' absence, greatly improved in health, and I trust that the school will, next December, pass some students at the Matriculation Examination, and thus take up the position it is intended to occupy.

31. This is the only District School in charge of a native Head Master, and it will bear comparison with any Kolár. of the others in general efficiency. In the

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\* Rs. 600 has been sanctioned for the purpose, since the above was written.

number of its scholars it stands first. Two candidates were sent up for the last Matriculation, but unfortunately without success. There is little doubt that next year this school will gain a place on the University list.

32. This important and long established school is, I believe, making good progress, although its condition is far below what it should be. The evidences of neglect apparent last year are fast disappearing, and a healthy emulation with the other district schools has set in.

33. The condition of this school is by no means satisfactory, I see no reason for its backwardness beyond the want of systematic and persevering effort on the part of the Head Master. I hope before long to note its entry upon a decided course of improvement.

34. Last of the district schools, both in numbers and proficiency, comes the Chikkamagalúru school. The great drawback here has been I consider the lack of proper school premises. I am happy to say that this want has now been supplied, and that the school building, whose erection was sanctioned as far back as 1862, is on the point of completion. When this is occupied the school may be expected to produce more satisfactory results than any that have yet appeared in connection with it.

#### *Statistical Information.*

Number of Institutions.	Average number of Pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
8	982	41,575	718	42,293	43—0—3	37—11—1
Fees.			Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.	
4,559	4—10—3	1,025	33	64	1122	

B

## 2. SCHOOLS OF THE MIDDLE CLASS.

*Talook Anglo-Vernacular Schools.*

35. The Chikka Ballápura School is unquestionably the best of those belonging to this class. It contains as many as 136 pupils including those in the vernacular branch, and is conducted with much credit to the masters. The Chikkanáyakanahalli School has improved since the time of the last report, but is very poorly attended. The Channapaṭṇa School has suffered from the sickness prevailing in the town for some months past, and is not in a flourishing state. The Dévanahalli school is the cause of much dissatisfaction, attributable to the negligence of the Head Master, whose removal may become necessary unless an improvement takes place in the condition of the school.

**Nandidroog Division.**

Chikka Ballápura.  
Chikkanáyakanahalli.  
Channapaṭṇa.  
Dévanahalli.

36. The Hunasúru School is still kept back for want of suitable premises, which I trust may be erected during the ensuing year. The Narsipura School has considerably declined from its former flourishing state, owing in part to the removal of several officials whose family supplied the best of the pupils. The Yelandúru Jagír School is making progress, but the very confined nature of the school-room prevents such a full attendance as would be obtained if more commodious premises were available. The Superintendent of Ashtagram has been addressed on the subject. The Gundlupéte School has only just been sanctioned.

**Ashtagram Division.**

Hunasúru.  
Narsipura.  
Yelanduru.  
Gundulpété.

37. The abandonment of Harihara as a military station, and the removal of the regiment, have had an unfavorable effect upon the school as well as upon the town generally. Though the attendance is meagre, such pupils as there are in the school are reported to be making good progress. The Shikáripura School has considerably improved during the year, and has come into the occupation of new premises built according to the standard design.

**Nagar Division.**

Harihara.  
Shikáripura.



*Statistical Information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government
10	231	9,373	600	9,973	43—2—9	33—12—0
Fees.			Pupils.			
Total Amount realised.		Average per pupil	Hindus.	Mahomedans.	Others.	Total.
606		2-10-1	231	10	6	247

## 3. SCHOOLS OF THE LOWER CLASS.

*Talook Canarese Schools.*

38. Of all the Canarese schools of the province the one at Dodda

**Bangalore District.**

Channapatna.  
Clósepété.  
Dévanahalli.  
Dodda Ballápura.  
Hosakóté.  
Mágadi.  
Sarjapura.  
Yelahanka.

Ballápura is the foremost. The number of pupils, 170, far exceeds that in any other, and places this institution on a level with the most successful English schools. This large attendance, though partly due to the incorporation of two indigenous schools of the town, is mainly attributable to the very creditable

exertions of the Head Master. Of the other schools of this district those at Sarjapura, Dévanahalli, and Yelahanka may be described as very good; those at Hosakóté and Mágadi as good. Channapatna School, I regret to say, is not prospering. The sickness prevailing in the town has led to many desertions. The Clósepété School has been very recently established and promises well.

39. During the past year Telugu studies have been introduced

**Kolar District.**

Bagépalli.  
Chikka Ballápura.  
Chintamani.  
Góribidanúru.

into many of these schools in addition to Canarese, the former language being more used in the north eastern parts of the district than the latter. The effect of the change

Kolár.  
 Mulabágalu.  
 Narasapura.  
 Sríniváspura.  
 Sidlaghatta.

has been an increased attendance of pupils. From this cause the Chintamani and Mulabágalu Schools have become well filled. For the rest, the Chikka Ballápara School has made a great advance, and the Narasapura and Góribidanúru Schools are in a satisfactory condition. I regret that as much cannot be said of those at Sidlaghatta, Sríniváspura, and Kolár, but there are local circumstances in each of these cases unfavorable to progress. The Bagépalli school is only two months old.

40. The Maddagiri School is probably the best in this district,

Toomkoor District.

Chikkanáyakanahalli.  
 Huliýúrdurga.  
 Korntagere.  
 Maddagiri.  
 Sírá.  
 Tiptúr.  
 Toomkoor.  
 Turivékere.

though the Toomkoor School is also well reported of. The Tiptúr School would be a very good one, were it better accommodated. The premises now in use are much too exposed and contracted. The same drawback exists at Korntagere. The Sírá School has lost the reputation gained last year, and I am sorry to think that the Head Master is blameable. The Chikkanáyakanahalli School I hope to see increasing in usefulness and importance. The Turivékere School has sunk to a very low condition, owing to the Head Master's want of firmness. Huliýúrdurga School is a new one.

41. The Canarese branch of the Raja's School at Mysore has

Mysore District.

Maddura.  
 Mandya.  
 Mysore.  
 Nanjanagúdu.  
 Narasipura.  
 Sargúr.  
 Yedatoré.

greatly improved since its re-organization a year ago, and is now well attended. The Nanjanagúdu, Yedatoré and Narasipura Schools are reported to be doing fairly well. The three others are new ones. Of all the schools in this district it should be stated that they have been a much shorter time in operation than those of any other. Owing to a variety of causes less attention was till lately directed to this part of the province than it was entitled to receive.

42. The Narasipura School formerly stood at the head of the

Hassan District.

Arakalagúdu.  
 Bélúru.  
 Haranahalli.  
 Nagamangala.  
 Narasipura.  
 Sakléspura.

Canarese schools, but it has not been able to retain that position, owing in a measure to the loss of the best pupils, who have removed to other stations. The Bélúru School and those at Arakalagúdu, Háranaahalli and Sakléspura

are none of them getting on so well as could be desired. The position of the Arakalagúdu School house, and the want of suitable premises at the other places are hinderances, the removal of which is likely to be effected before long. The Nágamangala School just established has made an excellent beginning.

43. In this district the Shikáripura and Ságara Schools have made creditable progress and are well attended.

**Shimoga District.**

Chennagiri.  
Holé Honnúru.  
Nyamti.  
Ságara.  
Shikáripura.  
Shimoga,

The Shimoga School has been successfully revived by its removal into the centre of the town to an old talook cutcherry given up to the Educational Department. Chennagiri and Holé Honnúru Schools have yet much to do

before they can be regarded as satisfactory. The School at Nyamti has been open only a short time, but with 156 pupils already takes the second place among the Canarese schools.

44. The Bánávára School, though not a large one, is making steady progress, and the condition of those

**Kadoor District.**

Bánávára.  
Bíru.  
Chikka magalúru.  
Kadoor  
Tarikere.  
Wastára.

at Kadoor and Bíru is fair. The Chikka-magalúru School is miserably attended, but it is hoped that the occupation of new school premises may cause an amendment in this respect. The Tarikere School has been much

neglected, and the removal of the master rendered necessary. Wastára School is one of those established recently.

45. A considerable advance has been made this year in occupying the remoter parts of this extensive

**Chituldroog District.**

Chituldroog.  
Dávanagere.  
Harihara.  
Hosadurga.  
Huliyar.  
Molakalumúru.  
Pávagada.

district. The School at Dávanagere, a very populous and thriving town of Lingayets, has obtained almost the largest number of pupils attending any of the Canarese schools in the country. Hosadurga School continues to do well. Harihara, Chituldroog and

Pávagada Schools are in an improving condition. The Schools at Huliyar and Molakalumúru are of too recent establishment to allow of a decided opinion being formed of their success at present.

*Hindustani Schools.*

46. The one at Kolár is unquestionably the best of the Government Hindustani schools. There is no fluctuation in the attendance, and the progress of the pupils has consequently been clearly marked. There is every indication of careful teaching and judicious management on the part of the Head Master, who is entitled to great credit for the condition of his school. The Toomkoor School is steadily improving, but there is a want of the method observable in the Kolár School. The Mysore School is at a very low ebb, and the master seems but ill qualified to attract a larger and more intelligent set of pupils. A Normal class for the training of suitable Hindustani teachers is a great desideratum. The Chituldroog School is slightly better, but not in a state to cause much gratification.

Kolár.  
Toomkoor.  
Mysore.  
Chituldroog.

*Statistical Information.*

Number of Institutions	Average number of pupils	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total	Cost to Government.
61	1883	17,747	0	17,747	9—6—9	8—14—1
Fees.		Pupils.				
Total Amount realized.	Average per pupil	Hindus.	Mahomedans.	Others.	Total.	
1,019	0—8—6	1915	279	10	2204	

*Hóbbi Schools.*

47. The introduction of what may be termed a system of National Schools for the province has been the most distinctive and important educational work of the year. In giving the details of the hóbbi scheme I have been anticipated by the Mysore Administration Report of 1867-68, in which, as the sanction of the Supreme Govern

ment had been received before its compilation, the principal features of the plan were described.

48. The scheme provides for the establishment of a school for boys and girls in each hóbli or talook sub-division, the estimated number of hóbliés being 645, with an average area of 41 square miles, and a population of 6040 persons. The masters are to be men selected from among the teachers of existing indigenous schools, and trained for their work in Normal Schools, of which there will be one for each of the three divisions. While under training every man will receive a maintenance allowance of Rs. 5 a month, and on appointment to the charge of a school his salary will be Rs. 7, with prospect of promotion. The schools will be examined three times a year by Sub-Deputy Inspectors, of whom there will be one to each of the 8 districts, and local committees of influential residents in each hóbli will further exercise a general supervision. As the schools are to be supported by the proceeds of a cess, no fees will be levied except on account of children whose relations do not contribute to the local fund. Night classes will be formed for the benefit of those who may be unable to attend school during the ordinary hours of labor.

49. While engaged in drawing up this scheme I attempted to form an estimate of the number of uneducated children in the Mysore, and confining my calculation to boys alone, arrived at the conclusion that at least 200,000 of an age to attend school had no ostensible means of instruction. By taking further into account the almost wholly untaught female population some conception may be formed of the mental destitution prevailing in the country.

50. The provision made under the new scheme is doubtless inadequate to supply educational wants of such magnitude, but it was necessary in the beginning to proceed tentatively and with caution, as neither could the manner in which the scheme would be received by the people be foreseen with certainty, nor could a larger number of competent schoolmasters be provided in a short time. But I would submit that the scheme is expansive, and that by extending its action to the villages which compose the hóbliés, it is as well adapted to meet the demands of the future, as it is in application to those hóbliés now, fitted to supply the needs of the present.

51. That masters should be selected only from among the existing country teachers appears to some a needless limitation. It would be a

sufficient reply to state that in practice this principle has contributed perhaps more than any other of its stipulations to the popularity and success of the scheme. A consideration of the following circumstances will shew the necessity for its adoption.

52. Dotted over nearly all parts of the country, in greater or less abundance, are the so called *indigenous schools*, bearing the name of *maṭha*, *śhālē*, *pātashālē*, or *paṭṭikūta*, as the case may be; and to the presiding masters or dominies, styled in different parts *guru*, *pania*, *pandita*, *pantōji*, *upādhyā*, or *āyanavarū*, all the farmers, traders, and minor officials, who have had any education at all, are indebted for the fragments of knowledge they possess. Not only so, but their fathers and grandfathers were taught in the same way by the fathers and grandfathers of these preceptors, and so on in an unbroken succession from time immemorial (*putra poutra pārampara dīnda*). What is therefore more natural than the attachment of the people to the present generation of these time honored intellectual guides, and the reluctance to abandon them, however primitive their instruction, in favor even of superior teachers supported by the authority of Government. A popular scheme of education in which these men should have been set aside or supplanted must have encountered a resistance well nigh insuperable, whereas by recognizing and making use of them, the sympathies of the people have been enlisted on the side of the new plans.

53. Again, the schoolmaster's profession is not one sought after with great eagerness, and though many professing candidates from among outsiders would be quite willing to put themselves under training in order to receive the stipend, experience shews that far from wishing to become teachers their design too often is to be taught at the expense of Government with the view of fitting themselves for the Revenue or other departments. But the old indigenous teachers have no inclination to give up an employment which has been hereditary in their families for generations past and upon the exercise of which their local reputation is based.

54. The few months that have elapsed since the sanction of the Supreme Government was received, have been principally occupied in seeking out and training the village schoolmasters. Information regarding these operations will be found under the head Normal Schools.

55. While the men were under instruction, the residents in each *hōbḷi* were requested to erect at their own expense, or set apart, suit-

able premises, in readiness for the school about to be established among them. The manner in which this requisition has been responded to may be accepted as a criterion of the popular feeling with regard to the scheme, and of the genuineness of the desire for education in the rural districts. Every school hitherto established has been provided for without difficulty, and there are many more school houses completed and waiting the arrival of the masters, who have yet to pass their examination. The buildings may not be expensive, nor are such required, but they are substantial and commodious, and from the circumstances of their erection witnesses to a more than superficial interest in the spread of knowledge.

56. Were other proofs needed of the acceptability of the new plans to the people generally, I might quote from the reports (printed in the appendix) of the District Officers, whose concurrent testimony bears out the statement that, wherever properly explained, the announcement regarding the hóbli scheme has been received with unmixed satisfaction. I will merely give (omitting names) a single specimen of many petitions addressed to this office.

“ We who are residents of the following 13 villages, situated in the————Hóbli of the————Talook, desire to express the great joy (*mahá santósha*) with which we have all received the istihar stating that Government will establish schools in every hóbli for the education of all classes. Had the khavind issued such an order before, what great blessings should we already have enjoyed. Even now as the khavind has conferred such favor upon us, and no matter could be of greater importance, we undertake to build a school house near to, and in the middle of, these 13 villages, and earnestly pray that Government will appoint a Canarese master to instruct our children.” (79 signatures.)

57. The actual number of hóbli schools now established is as given in the margin. None have yet been in operation so long as two months, it is therefore impossible to make any detailed report upon them. The largest of which I have an account contains 78 pupils, and the average attendance in all exceeds 28 per school. One only is stated to have any girls as yet. The course of instruction, which is entirely in the

<i>Districts.</i>	<i>No. of Schools.</i>
Bangalore. ...	23
Kolár. ...	39
Toomkoor. ...	14
Mysore. ...	31
Hassan. ...	16
Shimoga. ...	5
Kadoor. ...	10
Chituldroog. ...	8
	<u>146</u>

vernacular, has been arranged with reference to the wants of a rural population, special care being taken to avoid giving rise to the evils which spring from over-educating persons in the humbler ranks of life.

58. Years may elapse before the fruits of the new regulations appear. To promote a healthy development of the scheme, and to watch its silent operation, is all that can be done now, and hope points to the good of the country as the eventual issue.

#### 4. FEMALE SCHOOLS.

59. Much interest attaches to these girls' schools, from the fact of their being the first established by Government. As stated in last year's report, the Bangalore school was opened on the recommendation of the principal native officials, and the result has fully justified the soundness of their advice. Fifty girls have been admitted, nearly all Brahmanees, and connected with the highest families in the pécé, a class of pupils not reached by the missionary girls' schools of the place.

Bangalore.  
Chintamani.  
Sriniváspura.

60. The instruction is altogether in Canarese, and consists for the present of lessons in reading, writing, arithmetic and geography. The progress already made, and the vivacity and intelligence which characterize the scholars as a whole, are tokens that the school will thrive. It gives me pleasure to acknowledge the assistance I received in establishing it from Mr. S. B. Krishnaswami Iyengar, Assistant Superintendent, and Mr. Narnappa, late Amildar of Bangalore.

61. The Chintamani School is Telugu. It contains upwards of 40 girls, drawn from the richest houses of that well-to-do town, and is making satisfactory progress. The Sriniváspura School is somewhat smaller, and in a poorer locality, but also getting on favorably. The late Head Master of the Chintamani boys' school has been mainly instrumental in setting on foot these two.

62. The number of Government female schools might, I feel persuaded, have been indefinitely increased, had not the same authority which sanctioned the establishment of those now in existence stayed farther proceedings for the present. The growing desire for female education has not however been left entirely ungratified, for what Government has refrained from doing by direct agency, it has helped



others to do. Hence the establishment of select Canarese girls' schools in Mysore and Toomkoo by the Wesleyan missionaries, and in Shimoga by a committee of native gentlemen, all assisted by grants-in-aid from the public funds. The London mission have, I believe, begun one in Kolár.

63. So far as my experience and the history of Hindu girls' schools in the Mysore goes, the put-cry lately raised in some parts of India against the employment of male teachers, pre-supposes a grievance that exists only in imagination, unless zenana schools, or the instruction of young married women be in question.

*Statistical Information.*

Number of institutions.	Average number of pupils.	Cost charged to		Total.	Average Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
3	100	904	0	904	9—0—7	8—15—7
Fees.			Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total	
7	0—1—1	117	4	0	121	

5. NORMAL SCHOOLS.

64. Great demands have been made on the vernacular department of the General Normal School during the past year, that the places of masters employed in connection with the hobli schools might be filled up. Two examinations were held, at which 16 men obtained certificates of qualification as talook masters.

65. The better prospects opened up to vernacular teachers by the introduction of the hobli scheme, has induced a superior set of men to

join the school. Some of them are Vaidika Brahmans, a class that I deem it of great importance to attract into the department. For if there be a body of men in the country devoted by tradition and custom to a life of study and its accompanying retirement, and having in consequence a strong hold on the veneration of the people, the Vaidika Brahmans form such a body. Their objection to employment is singular, namely, that knowledge is not a thing to be bartered for money; what they have received freely they are bound in return to impart freely, and to live upon the free-will offerings made to them out of respect for their character or talents. A few having now however overcome their scruples, others may be expected to follow, and I look for a considerable advance among the talook schools, both in the number of scholars and the standard of education owing to the employment of men already distinguished for their knowledge of native literature.

66. The English department has met with but little encouragement, the few students being unsuited for any other than subordinate masterships. Whenever better educated men are required, it is perhaps advisable to draw upon the schools of the higher grade. But the rule of employing none but certificated masters has been rigidly adhered to in spite of much inconvenience. Unnecessary violation of this principle would, I consider, inflict a serious injury on the department. As it is we have been saddled in the past with several very inefficient men.

67. Too great laxity in forcing the students to take up their appointments has in former years lowered the character of the Normal School, until it was degenerating into a place where young men were paid for being educated, and that under a false pretence of being volunteers. This abuse has been stopped, and the acceptance of a stipend is clearly understood to involve an engagement to serve the Government Educational Department for a specified period, in any part whatever of Mysore. Efforts have been made to evade the rule, but without success; and the recovery, from students unwilling to go to a distant station, of the money they had received while under training, has had a good moral effect on the rest. The institution of an entrance examination has further deterred mere adventurers from seeking admission.

68. It was my wish to arrange for the establishment of a Hindustani class, but I have been prevented from carrying out the intention from the want of a suitable Mahomedan master to take charge of it.

*Statistical Information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
1	31	3,601	0	3,601	109-11-4	109-11-4

Fees.		Pupils.			
Total Amount realised.	Average per pupil	Hindus.	Mahomedans.	Others.	Total.
0	0	33	0	1	34

69. Under the hóbli scheme a Normal School was established at the head quarters of each district, for the purpose of training the village teachers. In some districts a large number availed themselves of the opportunity for instruction, particularly in the Bangalore, Kolár, and Mysore Districts. These being the most populous and thriving parts of the country, no doubt contain a greater number of indigenous schools. The smaller attendance from the north western districts is partly due perhaps to the nature of the population, which consists very largely of Lingayets.

70. The character of each man who has joined the Normal School, and his popularity in his own neighbourhood, have been the subject of special inquiry by the local authorities, and all regarding whom an unfavorable report was received have been rejected, leaving to be trained the considerable number of 354 *bonâ fide* village schoolmasters. In the cases of many of these accepted men the profession of teaching has been hereditary in their families, and exercised in the same spot, for generations back.

<i>Districts.</i>	<i>No. of men.</i>
Bangalore. ...	64
Kolár. ...	76
Toomkoor. ...	80
Mysore. ...	62
Hassan. ...	30
Shimoga. ...	45
Kadoor. ...	21
Chitaldroog. ...	23
	<hr/> 354 <hr/>

71. It is not surprising that numbers of the men admitted as students, inheriting as they did the calling of a village teacher from time immemorial, should have been found unconscious of their want of knowledge, and ready with protestations that they stood in no need of training, and were qualified by experience alone to discharge all the duties of a schoolmaster. One of their commonest questions, with reference to a clause in the proclamation that they were to be taught many things they did not know, was "what is there that we need to be taught?" Some elderly man presuming upon his years would make wag-gish remarks on the precocity displayed in modern days and set the others laughing.

72. The average attainments of the men, as ascertained by examination on their admission to the Normal Schools, may be summed up as follows.

Ability to read from a printed book, but generally with difficulty, as evidenced by the frequent drawl which prolonged the sound of the last syllable until the succeeding word was made out. It must be allowed that they are not habituated to print. Some could give an explanation of what was read, but others at once confessed that they could not, it never apparently having occurred to them that this formed any part of a reading lesson.

Ability to write to dictation, but in most cases with little or no regard for the rules of orthography.

Knowledge of the multiplication table, and of the tables of weights and measures usually taught in the country schools, with ability to add and subtract. In some cases multiplication was understood up to the limits of the table, but acquaintance with division, even so far, was more rare.

73. Before they have been many days under training they have been overheard commenting to one another on the instruction they have received, and in great numbers of cases have been as ready to acknowledge their discovery of their own ignorance as they had previously been to assert the sufficiency of their knowledge. They are much impressed by the lessons on school management, calculated as these are to strike the attention of men who have been teaching all their lives mechanically as it were, and without any thought of acting on system.

But the subject of geography is probably the one that provokes most discussion. The irregular colored patches on the map representing countries are remarked upon. The branching lines indicating rivers and mountains are considered more to resemble trees or insects. The rotundity of the earth, its revolution on its axis and round the sun—these doctrines are never brought forward without giving rise to numerous dissentient opinions, and many appear to acquiesce in the European notions, from mere politeness, affecting to tolerate the eccentricity of ideas to require them to believe which would be to make too great a demand on human credulity.

74. After several months of training the students in each Normal School were subjected to a pretty strict examination, both written and *viva voce*, and the major part of those who joined at the first and were regular in attendance have succeeded in gaining certificates of qualification for employment as Hóblí Pantójis, or school masters. They are more or less prepared now for giving lessons in Canarese prose or poetry, with explanation ; in grammar; in arithmetic, as far as fractions and proportion ; and in general geography (the latter subject being taught to some extent under protest): each man has further acquired a knowledge of the principles of school management, and so far as circumstances allowed has at various times given experimental lessons to a class of children.

75. That the men have been induced in so short a time to relinquish all their time honored notions however erroneous, or that none of their questionable practices will again be resorted to, it would be unreasonable to expect. But they go forth now to their work with a better sense of the scope of a teacher's responsibility, and with a respectable knowledge of the subjects of elementary instruction. By means of constant supervision, and by requiring them periodically to submit to examination, it is hoped that the substance of their recent studies will be retained in the memory, and that their practice will be regulated by the principles they have been taught.

#### 6. OTHER SCHOOLS FOR SPECIAL EDUCATION.

76. This school has advanced in efficiency. Six students obtained assistant overseers' certificates at the annual examination notwithstanding the imposition of a severer test than that of last year. The

Engineering School.

reports of the Engineer officers who were so kind as to examine the school will be found in the appendix. With the exception of the report on irrigation works the rest are on the whole favorable.

77. There is no doubt that the students require some means of gaining a practical acquaintance with mechanical operations. But it is questionable whether the establishment of workshops in connection with the school would be a profitable undertaking. An arrangement might be made with Mr. Wallace, the contractor, to allow a few students to attend for a time at his iron foundry works, where they would see some of the best machinery in use.

78. An important step was taken during the year in founding ten scholarships for the purpose of attracting native students from distant parts of the country. The exhibitions are tenable for two years, at the rate of Rs. 8 a month for the first, and Rs. 10 a month for the second. Four are assigned to the Nagar Division, four to Ashtagram, and two to Nandidroog. A capital condition is that the sons of inaistries, or practical work-men, in those districts shall *ceteris paribus*, have the preference over all other candidates. Out of the first batch of 10 scholarship holders 7 have satisfied the condition, and all are reported to be doing well.

79. Arrangements have been made during the year for instructing the convicts in the Bangalore Central Jail. Adults to the number of about 700 have half an hour's schooling, every evening after the day's work is over. The men are grouped in classes according to their wards, and begin with learning the Canarese alphabet. Some have advanced beyond this and can read sentences. But the short time allowed for study will not admit of very great progress, besides which from the release of time-expired men and the admission of new prisoners, there is continual change among the students. It would be a mistake perhaps to give more attention to teaching than is already given, for the lessons being somewhat of a relaxation, the confinement of the men would fail of being fully penal. A few prisoners may at the present rate gain enough idea of reading to make them wish for further instruction on release, but considering the time of life at which they have begun studying, the probability is that most will not be long in forgetting what they have learnt.

Jail Schools.

80. In connection with the remarks under the head hobbli schools, on the mental destitution prevailing in the province, the jail report is worth noticing that very rarely has a man admitted for the first time been found able to read.

81. For juvenile offenders a separate reformatory exists, provided with a competent native school-master, who endeavours to teach the boys as they would be taught at an ordinary school. Besides their lessons, the inmates have the task of cultivating and keeping in order a piece of ground laid out as a flower garden. As might be conjectured some of the boys have not yet lost the power to learn, and one or two who have been confined for a long time have made very satisfactory progress, encouraging the hope by their good conduct that their characters may be re-established when they are again at liberty.

#### V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

Description of Schools.	Number of Institutions.	Number of pupils on the Rolls, (monthly average.	Average daily attendance.	Grants in-aid given by Government.	Expenditure from all sources other than grants-in-aid given by Government.	Fees.
Higher Class ...	5	761	670	10,310	25,412	10,976
Middle " ...	8	513	480	4,960	9,005	1,248
Lower " ...	33	2,067	1,902	7,536	10,286	1,549
Female schools ...	28	1,578	1,205	9,960	15,117	3,928
Normal " ...	...	...	...	...	...	..
Other schools for Special Education ...	...	...	...	...	...	...
Total ...	74	4,913	4,257	32,766	59,822	17,696

At the end of the official year there were 5202 pupils on the rolls.

82. As much uncertainty prevailed regarding the conditions on which Educational grants-in-aid would be given by the local Government, the revised Bengal Rules of 1864 were adopted, and printed copies in English, Canarese, and Hindustani circulated for general information.

D

Bangalore continues to absorb the greater portion of the money allotted for grants, and justly so, the schools in this city being both more numerous and more efficient than those in any other station of the province. It will be seen, however, that encouragement has recently been given to a considerable number of promising institutions out of Bangalore. It may here be noted that applications for building grants are not admissible.

83. The following table shews the new and increased grants sanctioned during the year.

NANDIDROOG DIVISION.		<i>New Grants.</i>
London Mission Institution, Bangalore	...	100
Madrassa Sultani, Bangalore	...	20
Hindustani School, Doddaballapura	...	10
Sanskrit and Telugu School, Chintamani	...	10
Hindustani School, Raunur	...	10
Madrassa Ahmedia, Sririvaspura	...	20
Wesleyan Mission Hindu Girls' School, Toomkoor	...	20
Hindustani School, Tyamagondal	...	10

#### ASHTAGRAM DIVISION.

Wesleyan Mission Hindu Girls' Schools, Mysore	...	20
Hasan ul Madrasa, Hassan	...	20
Madrassa Sultani, Hurasuru	...	10
Chetanahalli Branch School, Singapura	...	10

#### NAGAR DIVISION.

Hindu Girls' School, Shimoga.	...	20
Hindustani School Honnalli	...	10
Do. Chennagiri	...	10

#### *Increased Grants.*

St. Joseph's Catholic Seminaries Bangalore,	from 75 to 150
London Mission Canarese Girls' Day Schools,	„ 60 to 90
Sanskrit and Canarese School, Melkote,	„ 20 to 40

### 1. SCHOOLS OF THE HIGHER CLASS.

84. The number of pupils in each of the two English schools remains almost the same as last year, but I am informed that the attendance was somewhat higher at Bishop Cotton's a few months ago

English.



than it is now. From this institution three students passed in the First Arts Examination, (one first class) and three in the Matriculation, but from St. Andrew's school, none. The system of management in both schools has lately undergone revision, and it is hoped that greater efficiency will be the result of the new arrangements, as well as a harmonious working of the whole. Bishop Cotton's school will lose a good Principal in the Rev. J. Bamforth, shortly about to retire.

85. The three higher class schools for natives are under the charge of missionaries set apart for educational work, and send up candidates for the University examinations. Last December the following passed.

	Matriculation.	F. A.
London Mission Institution . . . . .	6	2
Native Educational Institution . . . . .	2	5 (2 in 1st Class)
Wesleyan Mission Institution, Mysore . . . . .	3	1 (in 1st Class)

The attendance in all the schools is good, but it appears from the inspection reports that the lower classes stand in need of more effectual supervision. The London Mission Institution, though established in 1847, has not before the present year taken advantage of the grant-in-aid rules, and was till lately the only considerable school in the province receiving no assistance from Government.

#### Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
5	781	10,310	25,412	35,722	45-11-9	13-3-2

  

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
10,976	14-0-10	523	18	205	746

## 2. SCHOOLS OF THE MIDDLE CLASS.

86. The Cantonment Orphanage is a well managed institution, and enjoys unusually liberal support from private subscribers. It is expected that premises suited for its permanent occupation will soon be secured. The Ordnance School has, for reasons given in last year's reports, fallen off very much. The St. John's School is progressing satisfactorily.

87. The Cantonment and Alsur branches of the London Mission Institution share in the grant given to the principal school. They are the only English schools for natives in their respective neighbourhoods, and are reported to be in a flourishing condition. The St. Joseph's Catholic Seminaries have received a larger grant-in-aid this year, and arrangements have been made for carrying the instruction up to Matriculation standard, which will entitle the English school to be ranked as one of the higher class. The St. Patrick's Seminary, attended principally by natives of the poorer sort, is going on fairly.

*Statistical Information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
8	513	4,960	9,005	13,965	27—3—6	9—10—8
Fees.			Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total	
1,249	2—6—11	227	13	316	556	

## 3. SCHOOLS OF THE LOWER CLASS.

88. As its name implies, the St. Mark's Ragged School is attended by very destitute children. Their intelligence is not of a high order, and no more can be expected of them than the simplest rudiments of knowledge. The Blackpalli Catholic Schools embrace several branches, located in the poorest quarters of Bangalore, and are doing a benevolent work in educating the children of the lowest strata of society. The Mysore Catholic Schools partake of the same character, and are doing a corresponding work in that city. The Madrasa Mahammadia is ably conducted, and continues to hold the first place among the Mussulman schools in Bangalore.

89. The Catholic School at Shethalli is exerting a beneficial influence on the agricultural population of the neighbourhood. The Kalasa School is in a forest bound district, very difficult of access, which no Educational Officer but myself has ventured to penetrate. The school differs little, if at all, from the indigenous schools, but were periodical inspection of it possible, a great improvement might be made. The Chetanahalli Branch School has been newly established by Captain Fitzgibbon, the owner of adjoining coffee estates, for the benefit of the ryots in Singapura and the surrounding villages.

90. The Seminaries of the Sadar Véda Siddanta Sabha are now four in number, namely, Tamil, Telugu, Canarese and Sanskrit. But the bulk of the pupils belong to the two former. By a system of periodical examinations the schools are kept in good working order.

91. The Mélkóta and Chintamani Schools are both making very satisfactory progress, and it is interesting to note that the Vaidika Brahmans instructed in them shew an inclination to secularize their mode of life so far as to be willing to take service in the Educational Department, a step that would profit both sides, and provide exercise for a class of highly talented men whose common complaint is that no encouragement of any kind is now held out to them by the State, whereas in the days of Hindu sovereignty they were the most honored of all men,

92. The number of Hindustani schools receiving aid from Government is considerable. The use of school books similar to those published for the Educational Department of the North-West Provinces is insisted on, and some of the institutions are thereby in a fair way of supplying good secular instruction. Of those in Bangalore, the Madrasa Islamia has improved lately, but the Madrasa Kudus has suffered from the absence of the Pesh Imam, who is on a journey to Mecca. The Bowring Madrasa in Mysore has long been in a very unsatisfactory condition. The real cause has, there is reason to believe, been discovered, and arrangements made for its better conduct in future. The Hassan, Hunasúru, Sríniváspura, and Dodda Ballápurá Madrasas are well reported of, and among the smaller schools those at the French Rocks and Echinpalli. The Chintamani School has gone down very much. The Shimoga and Channapaṭṇa Schools both require the strictest supervision.

*Statistical Information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
33	2,067	7,536	10,288	17,824	8—9—11	3—10—4
Fees.				Pupils.		
Total Amount realized.		Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
1,519		0—11—11	766	1,268	255	2,289

4. FEMALE SCHOOLS.

93. The Bishop Cotton's Girls' School has an increased number of pupils and appears to be making creditable progress, and the St. John's District School

English.

continues to deserve the high character it has always enjoyed in that neighbourhood. The Wesleyan Mission School on the other hand has not made the same advance as in former years, and the number of pupils has considerably diminished.

94. The Convent of the Good Shepherd has not been inspected during the past year. The annual returns shew a slight decrease in the number of pupils.

Anglo-Vernacular.

The London Mission Boarding School is well reported of, both as regards the attainments of the pupils as compared with last year and the general administration of the school. The Wesleyan Mission Orphan School has been provided with better accommodation and is getting on well.

95. The Day Schools in the pété of Bangalore, under the charge of two ladies of the London mission, have by far the largest number of pupils, amounting to nearly 500, and are very efficiently conducted.

Canarese.

In connection with them a female Normal School has been commenced on a small scale. Taken altogether these institutions must produce a very appreciable effect on the female Canarese population of this place. The Wesleyan School in the pété has also a good attendance, numbering 114 girls, and is well conducted.

96. The Wesleyan Schools established in Mysore and Toomkoor for caste girls, afford grounds for great encouragement in their growing popularity. The Shethalli Catholic School may be commended for the good moral influence exerted by its means on the household of the surrounding villages. The Shimoga Hindu School is an interesting and praiseworthy attempt by natives themselves to provide female instruction for girls of the higher class.

97. The Alsur Caste Girls' School maintains its former popularity, as also does the Hindu Female School, which is under native management. Both are making satisfactory progress. The Black-

Tamil

palli and Mysore Catholic Schools are instrumental in rescuing many girls of the poorer class from lives of utter ignorance and its attendant evils.

98. In the single school under this head the upper girls are reported to have made decided improvement during the year. It is gratifying to find the

Hindustani.

attendance continues so good now that the novelty of the institution has worn away. I regret that the pecuniary support derived from the Mussulman subscribers is so uncertain.

*Statistical Information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
28	1,578	9,960	15,117	25,077	15—14—3	6—4—11
Fees.			Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.	
3,923	2—7—10	1095	126	390	1611	

5. PRIVATE UNAIDED SCHOOLS.

99. The *indigenous schools* have been described in former reports, with the absence of method in their management and the scantiness of the education given in them. There is, however, a rough demarcation of classes based on the progress of the pupils, according as they write on the sand, on boards, or on paper ; these being the principal stages.

Indigenous Schools.

100. A form of discipline too is preserved. It might for instance be supposed that punctuality was not very strictly observed. Its importance, however, is clearly recognized in punishing boys who come late to school, the precise hour being regulated no doubt by the master's arrival. A cipher is traced with the end of the cane on the palm of each boy who is in time, while those who are late receive one, two, or more cuts according to the order of their coming.

101. The punishments are occasionally of a cruel description, such as, exposing to the burning sun with hands and feet bound, or

suspending from the ceiling by a cord tied round the wrists, some times only round the thumbs. These barbarities, however, are evidently becoming less frequent through the action of indirect humanizing influences.

102. But the cane is still a *sine quâ non*, and its use is guided by the most literal interpretation of the maxim "spare the rod and spoil the child." Should a boy who incurs displeasure be at a little distance from the master, the latter throws the cane to the culprit, which he is then compelled to take up and come forward with to be flogged. A very unequivocal way of connecting offence with penalty in the boy's mind, in making him as it were instrumental to his own punishment.

103. A native school is sure to be a noisy one, all the boys being encouraged to repeat their lessons as loud as possible. A practice doubtless intended to counteract a tendency to restlessness which is produced by enforcing silence. In Massulman schools another provision besides the above exists for the same purpose, apparently on the principle *similia similibus curantur*, for I can account for the singular practice in no other way. The left knee is brought up under the chin, and the arm put round the doubled up leg for the purpose of reaching the book, which is placed on the ground. In this attitude the whole of the pupils rock rapidly to and fro, using the forefinger of the right hand as a pointer. Adults as well as little children invariably follow this method in the schools, and the Massulmâni girls too read in the same manner.

104. The remuneration of indigenous teachers varies very much according to circumstances, but to Hindu masters the Maharnavami customs are unquestionably a source of considerable profit. On that day they go round from house to house attended by their pupils, and receive presents in money, varying from a few annas to several rupees, according to the means of the person visited and the esteem in which the master is held. The boys all carry painted wands, and some have bells at the ankle or knee. In this guise they move along, performing the *kôlâta*, or stick dance, appropriate for the occasion.

105. When the procession arrives at the door of a house it is customary to invite all in. Verses in honor of the host are then chanted by one boy, or by several in chorus, and to these the presents are made, only however to be handed over to the master, who appropriates nearly all, merely buying a few sweetmeats for his pupils. Should any householder appear unwilling to make the expected presents,

E

there is a dialogue expressly adapted for such a case, in which one of the boys personates a miserly man and holds an altercation with the others. After putting off the applicants on various excuses he pretends to be overcome by their warnings, of the evil sure to overtake him, and ends with the broad hint "Wife, go and bring the money bag!" It appears that this colloquy is rather popular, and that unwillingness to see the boys is often stimulated for the sake of hearing it recited. I have read it all, and, beyond a little good humoured abuse, see nothing in it but nonsense. Sometimes the boys amuse the audience by asking riddles.

106. As every thing is of value that throws light on the practices of the indigenous schools, I have collected and translated a number of the Maharnavami padyas, riddles, &c., but find little worthy of presentation here. Some are childish in the extreme, others contain allusions to popular beliefs and traditions.

Among the verses addressed to a shetty or merchant, the following occur.

"He sits down in the jungle and forthwith springs up a shop; if you cut down the trees, he will make it into a city; if angered, he can ruin a kingdom; ever getting gain, he causes the ships to sail on the sea.

With scales, balances, weights, and a money changer's box at his side; weighing every thing well and knowing its proper market value; resolved not to be cheated to the extent of a single cash; his fame is spread abroad through all the land.

Gootty pagodas, Mamatoor half pagodas, Shervaroy and Pen-nakonda coins and, if very urgently required, even Ikkéri pagodas, these and many other current coins can he supply.

Of a gowda, or farmer, it is said "He has not his equal in the world for kindness."

The address to a kumbára, or potter, begins thus.

"In the famous line of \*Shalivahana, who surrounded with elephants, horses, and infantry, mounted the magic horse and slew his rival Vikrama, were you born into the world kumbára shetty.

107. Were the people generally either disposed or qualified to examine what the boys really learn, and to ascertain their progress, it seems to me that this annual ceremony might be turned to good ac-

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\*Shalivahana was the son of a potter.—*Elphinstone's History of India*.



count, and in the case of the hóbli schools made to take the place of the yearly recitations and distribution of prizes customary in schools under European management. Even as it is something might possibly be done with this view, through the agency of the local punchayets.

108. The unaided *Mission Schools* belong either to the Catholic, the Wesleyan, or the London Missions, and are pretty much confined to the stations where missionaries are resident, or to their immediate neighbourhood.

109. From information received I understand that there are nine Catholic Schools unassisted by Government, all located in Bangalore, except one, which is at Béguru, about 10 miles away. Three of the former are girls' schools. The return of attendance gives 186 boys and 67 girls, of these 34 are learning English, 163 Tamil, 21 both these languages, and 35 Canarese and Telugu.

110. The Wesleyan schools contain about 2019 pupils ; the absence of necessary documents, I am informed, prevented any but an approximate statement, rolls not being obtainable in all instances. The schools (number not known) are situated in Bangalore, Mysore, Toomkoor, Gubbi, Kupigallu, and Shimoga. Canarese is studied by 1573, and Tamil by the remaining 436 of the scholars.

111. The London Mission have 4 schools, 2 in Bangalore, 1 in Málúru and 1 in Anekallu, containing altogether 135 boys and 30 girls. Of these pupils 105 are taught in Canarese, and 60 in Tamil.

## VI. SCHOLARSHIPS.

112. Government scholarships to the extent of Rs. 500 a year have been attached to the High School, and ten have been founded in connection with the Engineering School, as described in the paragraphs referring to those institutions. There is also a scholarship of Rs. 4 a month in the Hupasúru School.

113. The following exhibitions have been instituted by private liberality, in order to perpetuate the memory of Major General R. S. Dobbs, a highly esteemed Officer of the Mysore Commission, who served

in this province for upwards of 30 years.

**Dobbs' Medal.** The *Dobbs' medal*, to be awarded annually, on the result of a competitive examination in the English scriptures, open to "all Protestant students of whatever race, class, or denomination, who have been educated in the Mysore country for the period of at least two years immediately preceding the examination, and whose age shall not be more than 19 years." The *Dobbs' scholarships* two in number, of the value at present of Rs. 7 a month each, to be given, one in the High School, and the other in the Native Educational Institution, to deserving students who have matriculated.

114. Subscriptions are now being raised to establish a scholarship in memory of Mr. Arunachelam Modiliar, the late Head Sheristadar of the Chief Commissioner's Office, and Huzoor Anché Bakshi or Post Master General. This gratuity will be attached to the Sadar Véda Siddanta Sabha Seminaries. It is gratifying to observe the increasing popularity of this useful mode of commemorating important public services.

## VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

115. The extent to which appointments in public offices are given to students cannot be accurately ascertained. There is unquestionably an increasing disposition on the part of Heads of departments to favor well educated candidates, and not to be guided entirely by interested recommendations in filling up appointments within their gift.

116. The following are a few of the best paid situations held at the present time by young men, in whole, or in part, educated in the High School. I do not vouch for its completeness.

Assistant to the Inam Commissioner	...	...	Ra. 300
Accountant, Controller's Office	...	...	175
Munshi to Canarese Translator	...	...	155
Naib Sheristadar, Judicial Commissioner's Office	...	...	150
Revenue Sheristadar, Shimoga	...	...	100
" " Kadoor	...	...	100
Judicial Sheristadar, Mysore	...	...	100
Do. " Toomkoor	...	...	100
Amildar of Molakalmuru	...	...	100
Head Master, Kolár District School	...	...	100
Head Accountant, Nandidroog Division	...	...	100

Correspondence Clerk, Chief Engineer's Office	...	100
Head Writer, Coorg Commissioner's Office	...	80
Record Keeper, Inam Commissioner's Office	...	80
Head Translator, Nandidroog Division...	...	75
Translator, Judicial Commissioner's Office	...	75
Do	...	75
Killédar of Sarjapura	... ..	75
Translator, Bangalore District Office	...	70

117. The number of candidates for the Uncovenanted Service Examinations increases every year. About 200 were examined at Bangalore for the last General Test, and about 60 for the Special Test.

## VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

118. In the educational measures of the past year the improvement of the English instruction already provided for has been kept in view rather than its extension. As it takes a long time for a native to learn English, the cultivation of that language is often carried on at the expense of the vernaculars, and although to counteract this tendency the study of Canarese is obligatory in all our anglo-vernacular schools, yet it necessarily holds a subordinate place in the curriculum. Hence the importance of making the English course as complete and thorough as possible, and of discouraging the multiplication of inferior schools in which only a smattering of English is obtained and no great proficiency acquired in the vernacular as a compensation.

119. The standard required for Matriculation at the Madras University is set before the masters as a definite point to be attained by the advanced pupils of the district schools, and all but three were in a position to send up candidates to the last examination ; a sign that this is not an ideal goal but one that the pupils may with effort be brought up to. The Raja's School at Mysore and the Hassan District School have advanced a step beyond, and prepare students for the First Arts Examination ; while the High School yet further, in its college classes, provides the means of graduating.

120. The advantages of adopting this publicly recognised standard for the English education are too obvious to need mention, provided the character of the standard itself be such as to promote the end in view in training up to it. It is matter for congratulation therefore that the changes recently made by the Senate of the University are so plainly in the right direction.

## IX. BOOK DEPARTMENT.

121. The continually increasing demand for school books is both an index of the growing desire for education and a result of its greater diffusion. The accuracy of this view is confirmed by observing that the sales in the branch depôts, scattered about in various parts of the country, have increased in a much greater ratio than those in the Central Depôt at Bangalore, and this difference would probably be still more marked were the means of despatching books to out-stations less limited than they are. The aggregate sales amounted to Rs. 14,515 for the year, in the proportion of Rs. 9,568 in the Central, and Rs. 4,947 in the branch depôts.

122. Our Telugu school books have been obtained from Madras and a great many Canarese ones from Mangalore, but the rate at which our Canarese schools are increasing precludes the possibility of our relying to any extent upon foreign sources. A series has accordingly been prepared here of elementary works in Canarese specially adapted for use in the Mysore Government schools, and the books have been published at considerably lower rates than would have to be paid for similar ones procurable elsewhere. The following is a list of what have been issued.

	Copies.
Padya Sâra—a poetical reader ..	10,000
Kathâ Saptati—a story book in prose ..	10,000
Vâgvidhânyini—a grammar ..	5,000
Bhûvivarṇṇé—a geography ...	5,000

123. With the view at the same time of encouraging the higher Canarese literature, patronage has been extended to a complete edition of Vâlmîki's Râmâyana, a work of which only portions have hitherto existed in print. A number of copies of the Kathâ Sangraha have also been purchased.

124. Private publications of a useful character have been assisted, of which the following may be mentioned.

	Copies.
A History of Mysore, by a native Dy Superintendent.	400
An introduction to the study of Sanskrit in the Dêvanagari character, through the medium of Canarese or English. . . . .	500
The First Book of Euclid in Hindustani, by a Mahomedan Head Master	300
A Canarese English Translator, on the system of Ollendorf, by a German Assistant Master	200

125. One of the greatest wants of the department has also been

supplied in the preparation at the Government Press of a map of the World in Canarese, 5 ft. by 3 ft., engraved on copper. The execution of this work will, it is believed, stand comparison with that of any vernacular maps ever published in this country. The only other Canarese map available is a lithographed one of India, published at the Wesleyan Mission Press. Moreover for the use of Hindustani schools, arrangements have been made for obtaining copies of the Urdu maps prepared in England for the Panjab Educational Department.

### SCHOOL BUILDINGS.

126. The erection of school buildings having this year for the first time been entrusted to the Educational Department, three schools according to the second class standard design have been undertaken at the stations of Hosakóte, Bélúru, and Bánávára. The two former are finished and occupied, in the third the roofing is now going on.

127. In addition to the foregoing, five school houses of the first class, which have been for various periods under construction by the Public Works Department, have been completed; namely at Shikáripura, Dávanagere, Maddúru, Chikkamagalúru and Harihara; and the premises hitherto rented for school purposes at Chikkanáyakanahalli purchased for Government, the intention of building being abandoned.

128. Wherever the situation of the schools was very much exposed, the grounds have been hedged, walled, or railed in, which will not only tend to the conservation of the buildings, but sets off their appearance, and gives an air of order to the premises.

### CONCLUSION.

129. In concluding my report I desire to acknowledge the cordial assistance I have received from all the civil authorities in introducing the scheme of hóbli schools. My thanks are especially due to Mr. B. Krishniengar, Deputy Superintendent of Kolár; Lieut. E. S. Ludlow, Assistant Superintendent of Ashtagram; Mr. L. Ricketts, Deputy Superintendent of Mysore; and Captain W. Hill, Deputy Superintendent of Hassan.

130. In the Educational Department itself I have at all times received the cheerful and ready support of those under my direction in

carrying out the changes and plans described in the preceding pages. It gives me pleasure to mention the following in particular.

- Mr. R. G. Hodson, Offg. Inspector of Schools, First Circle.
- „ C. Waters, M. A., Principal of the High School.
- „ J. Dunning, Head Master of the Raja's School.
- „ M. Clapham, Acting Head Master of the Normal School.
- „ G. W. Haldwell, Head Master of Hassan District School.
- „ G. W. Wallace, Head Master of the Engineering School.
- „ Abdul Rahiman, Head Master of Kolár District School.
- „ M. Buchaya, Head Master of Chikka Ballápura School.
- „ M. Ramaswamy Shastri, Canarese Translator.
- „ Khwaja Mohammed, Sub-Deputy Inspector of Hindustani Schools.

131. I may be allowed further to express my obligations to the Chief Commissioner for his favorable entertainment of the proposals I have had from time to time to submit for his consideration.

I have the honor to be

Sir,

Your most obedient Servant,

B. L. RICE,

*Offg. Director of Public Instruction.*

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## APPENDIX I.

## GOVERNMENT SCHOOLS.

## I. SCHOOLS OF THE HIGHER CLASS.

High School, Bangalore.	District School, Kolár.
Raja's School, Mysore.	" " Toomkoor.
District School, Hassan.	" " Chituldroog.
" " Shimoga.	" " Chikkamagalúru.

## 2. SCHOOLS OF THE MIDDLE CLASS.

<i>Nandidroog.</i>	<i>Ashtagram.</i>	<i>Nagar.</i>
Chikka Ballápura.	Huṇasúru.	Harihara.
Chikkanáyakanahalli.	Narasipura.	Shikáripura.
Channapaṭṇa.	Yeḷandúr.	...
Dévanahalli.	Gundlupéṭé.	...

## 3. SCHOOLS OF THE LOWER CLASS.

<i>Bangalore District.</i>	<i>Kolár District.</i>	<i>Toomkoor District.</i>
Chennapaṭṇa.	Bag'palli.	Chikkanáyakanahalli.
Chéep'ṭé.	Chintamari.	Huliyúrdurga.
Dévanahalli.	Chikka Ballápura.	Kora'agere.
Dodda Ballápura.	Góribidanúru.	Maddagiri.
Hosakóṭé.	Kolár.	Sirá.
Mágadi.	Mulabágalu.	Tiptur.
Narjapura.	Narasapura.	Toomkoor.
Yelahanka.	Sr'niváspura.	Turuvékere.
...	Sidlaghatta.	...

<i>Mysore District.</i>	<i>Hassan District.</i>
Maddúru.	Arakalagúdu.
Maṇḍya.	Bélúru.
Mysore.	Háranahalli.
Nanjanagúdu.	Nágamangala.
Narasipura.	Narasipura.
Sargúr.	Sakl'spura.
Yedatoré.	...

F

<i>Shimoga District.</i>	<i>Kadoor District.</i>	<i>Chituldroog District.</i>
Chennagiri. Holé Honnúru. Nyamti. Ságara. Shikáripura. Shimoga. ...	Bánávára. Bíru. Chikkamagalúru. Kadoor. Tar.kere. Wastára. ...	Chituldroog. Dávanagere. Harihara. Hosadurga. Huljar. Molakálumúru. Pávagada.

## HINDUSTANI SCHOOLS.

Kolár. Toomkoor.	Mysore. Chituldroog.
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## HOBLI SCHOOLS 146 IN NUMBER.

## 4. FEMALE SCHOOLS.

Bangalore.	Chintamani.	Sriniváspura.
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## 5. NORMAL SCHOOLS.

General Normal School	...	...	Bangalore.
Nandidroog Division	Hób'i	Normal School	Kolár.
Ashtagram	"	"	Mysore.
Nagar	"	"	Shimoga.

## 6. OTHER SCHOOLS FOR SPECIAL EDUCATION.

Engineering School, Bangalore.
Jail Schools
Reformatory



## SCHOOLS OF THE HIGHER CLASS.

## HIGH SCHOOL, BANGALORE.

*Principal's Report.*

1. Compared with the number of students in this institution a year ago, the present attendance shews a favorable reaction. The Principal in his report

*Attendance.*

thus accounts for the falling off at the beginning of the year. "After the University examinations in December 1867 we had on our roll a B. A. class of 4, and a First in Arts class of 14 students, but I found myself unable to carry on a B. A. class with the staff of masters I then had without neglecting other classes that required my more immediate supervision. I was therefore obliged for the present to give up the class. One student went to Madras, and I understand is doing well, two others have this year gone up for the B. L. degree, but they have not carried on their studies at the High School. About this time, in order to allow a longer time for teaching, the hour for commencing school was changed from 7 to 10 o'clock in the morning and one hour more was added. This change, however, did not meet with the approbation of the students, very many of whom are employed and so are unable to attend the school after 11 o'clock. I am sorry to say that during the first three months of the year our numbers diminished to about 300, but they have since risen and we have now about 475 students.

2. We commenced last February with a First in Arts class of 10.

*College Classes.*

I think our senior classes now number about 9 in the B. A., class and 12 in the First in Arts class. I purpose this year again commencing a B. A. class. As the students in this class are, according to the curriculum of the Madras University, two years in preparing for their degrees, this will at the end of the present year necessitate the formation of another class if some of the First in Arts students pass the University examination next December. So that there will be four college classes instead of one, as was the case when I took charge of the school in January 1867. I hope the Commissioner will be able

to comply with the request I intend making for another master to enable me to carry on efficiently the college classes.

3. I am happy to report that the students have done creditably in the University examinations. Ten students  
 University Examinations. were candidates for the First in Arts Examination held last December, of whom six passed. One of them, Mahomed Ali, taking a high place in the first class. The Matriculation candidates were not so successful; out of 14 candidates, 4 passed. These numbers do not include two First in Arts and six Matriculation students, who by their own desire were sent up to the examination, but failed.

4. There are now three scholarships given for the First in Arts class and five for the Matriculation class  
 Scholarships. which are given to those scholars who are in poor circumstances. I am sorry to say that only three of these scholars have this year passed the examination, but this perhaps is owing to the fact that many of them are employed.

*Examiners' Reports on the F. A. Class.*

5. Mr. E. Thompson, M. A., Principal of Presidency College, Madras, reports as follows:—It will be seen  
 English. from the marks that six out of eleven have done well, and two of these very well. I was glad also to see such good answers from Mahomed Ali who writes better English than I have been accustomed to see among Mahomedans; of the remaining five I cannot speak favorably. I am afraid that their chance of passing in December is not a very good one, though one or two may succeed if the intervening time is well spent. Coleman is the only boy who seems to have an idea of scanning. All the rest failed in the question on this point. The class shewed a good idea of what should be aimed at in a paraphrase, but, with two or three exceptions, were not very successful in rendering the meaning of the passage. All, but Coleman, Mahomed Ali, Narasamiengar and Venkatavardiengar, failed in derivation.

6. The Rev. B. Rice, of the London Mission, says:—I have carefully examined the answers of the students to the questions proposed to them in Canarese  
 Canarese. poetry and prose, and I have much pleasure

in stating that I consider them as a whole fairly done ; evincing a good degree of acquaintance with the subjects studied. It is remarkable that the paper on poetry, although the more difficult of the two has been answered better than that on prose, so much so that one student who gets 30 marks for poetry obtains only 17 for prose, another who gains 28 for poetry has only 10 for prose, the same disproportion appearing more or less in all the students. The general result cannot but be regarded as creditable. At the same time I would here repeat what I am in the habit of urging on all native students, namely, the importance of their arriving at a more thorough acquaintance with English idiom, and a more accurate knowledge of the grammar of their own language. Without this they cannot secure a high place as thorough scholars in both languages, nor turn their attainments to the best account.

7. Mr. Mahomed Ali, Assistant Superintendent, Mysore Commission, writes :—In sending the number of marks obtained by Mahomed Ali in his Hindustani papers, I am happy to state that the candidate has on the whole given great satisfaction. He has evinced a good deal of ability in translating from Hindustani into English both in prose and poetry, but the converse is not so ; this may perhaps be attributed to the peculiar style of English given to him to translate. He appears to have a general and fair knowledge of the different idioms of both English and Hindustani.

8. The Rev. J. Bamforth, Principal of Bishop Cotton's School says:  
 I return Coleman's papers. He has obtained  
 45½ marks out of 100, a very fair result. I  
 would advise him to work at his Cicero the  
 next ten days.

9. Mr. J. Bradshaw, Mathematical Master of the Civil Engineering College, Madras, reports :—The answers of six of the students I regard as highly satisfactory, but the other four are decidedly unsatisfactory. On the whole the class, as a class, has obtained 48·1 per cent, a result which I regard as creditable. The examinees seem to have a misconception on the subject of exchange, and did not apparently understand the meaning of the term "debenture."

10. Mr. W. A. Porter, M. A., Principal of the Provincial College,

Algebra and Euclid. Combaconum, says:—Of the students examined by me in Euclid and Algebra four have done very well, and three others fairly. The style of most of the papers is very good.

11. The Rev. A. R. Symonds of Madras, who examined the single candidate in this subject, reports :—His paper is a very good one. I valued the questions at 40 and assign to him 22½.

12. The Rev. J. Bamforth, F. B. G. S., states that eight out of eleven have obtained half marks or more, a result which I consider very satisfactory. A greater number of marks would have been obtained by a majority had they not failed in map-drawing. Mahomed Ali and Ramaswami are deserving of special mention, the former having obtained more than five-sixths and the latter more than three-fourths.

*Examiners' Reports on the Matriculation Class.*

13. The Rev. J. Hudson, B. A., Principal of the Native Educational Institution, says :—Of the papers sent to me, five deserve special notice. The best was written by C. Védavyāsa Rao ; apparently he had not time to finish the questions, but so far as he went he answered very well. The second and third papers were by M. G. Krishniengar and L. Srīnivāsiengar, who were equal, the fourth by James Conquest, and the fifth by Henry Slany, all these answered well. The next papers by S. Srīnivās Rao and V. Chitambaram were very fair, and that by B. Kristna Rao, very nearly up to the standard for passing.

14. In these papers good explanations were given of words and sentences, an intelligent acquaintance was shewn in most cases with the subject-matter of the poetry, and satisfactory answers were given to the questions on grammar and idiom. The English in the paraphrasing and composition was also pretty good. The grammatical analysis was not quite so well done as the rest of the work. The papers gave proof of patient and diligent study, and there seems good ground to hope that most if not all of the boys mentioned will pass in English at the approaching University examination.

15. The Rev. C. Campbell, B. A., of the London Mission, reports as follows :—After a very careful examination of the papers containing the answers to my questions, I congratulate the two scholars, S. Srinivás Rao and M. G. Krishniengar, who have obtained the largest number of marks, viz. 72 and 61 respectively, out of the maximum 80. They and others who have been less successful evince much ability and give promise of good progress in the future. But if they would make the best of the many advantages which they have in connection with this institution, and would occupy a high position of honor and usefulness among their own countrymen, they must give more attention to every thing connected with the study of their own language. If they do become eminent for their learning in general, it will be a matter of regret to them in after life if through neglect they allow others to excel them in this branch of knowledge.

Canarese.

16. Mr. J. B. Rogers reports :—That the single candidate, V. Chitambram, obtained  $60\frac{1}{2}$  marks out of 80 in Tamil.

Tamil.

17. The Rev. W. W. G. Cooper, M. A., Chaplain of St. John's, writes :—I have carefully looked over the papers on Sallust and Virgil of the three candidates for Matriculation from the High School. Sallust is a difficult book, and the boys, like those of Bishop Cotton's School, have not done as well in it. In Virgil all have acquitted themselves very creditably. Their papers are also neat and orderly. On the whole I think there is good reason to be satisfied.

Latin.

18. Mr. J. Lacey, B. L., says :—The class did much better this year than last. The lowest number of marks gained was 15 out of a maximum of 40, and as the University of Madras only requires a candidate to gain one fourth of the maximum number of marks to enable him to pass in this subject, there is no doubt of the students of the class passing in arithmetic. D. Calder obtained the greatest number of marks, viz.,  $39\frac{1}{2}$ , and next to him were J. Conquest and B. Kristna Rao, with 36 marks each. D. Calder also deserves great credit for the neat manner in which he has done his paper.

Arithmetic.

19. Captain W. H. Edgcome, R. E., Principal of the Civil Engineering

Algebra.

College, Madras, reports as follows :—My examination of a class of 17 students in algebra up to the Matriculation standard, shews the following results, viz., that 10 students have obtained half marks or more, and that two others very closely approach that figure. Of the above mentioned ten, V. Chitambram, D. Calder and B. Venkatavardiengar are especially distinguished in having obtained 100, 85 and 73 marks respectively, the maximum being 100. Amongst the last five on the list, B. Védantachari and S. Srínivás Rao have acquitted themselves fairly, but the remainder very indifferently. The average of marks for the whole class is over 53 per cent, which is decidedly satisfactory.

20. The Rev. J. H. Walton of the London Mission Institution, says :—I received 17 papers of answers, and find that with two or three exceptions the boys have answered very well, whilst one or two

Euclid.

deserve special commendation for diligence and care. Four of the seventeen have succeeded in gaining more than half of the number of marks. Five others have obtained over one-third marks. Three more have got above the quarter, whilst of the remaining five youths three have barely failed. I consider these results highly creditable to the class and very encouraging to the masters. I would specially commend V. Chitambram as holding the first place, having gained 22 marks out of 40, and although C. Védavyása Rao has not obtained so many marks as some of the others, yet his answers evince such great care and diligence as to merit special mention. It would be well I think if one or two of them were to attend a little more to the spelling of words, especially Abdul Azíz, concerning whom I may also say that he would have obtained a much higher place had he abstained from the use of algebraical symbols in his demonstrations. In all cases the answers are neatly written, and there appears but little evidence of haste or negligence.

21. Lieutenant G. J. Van Someren, officiating Conservator of Forests, writes:—Ten questions were set, one of them testing the knowledge of dates possessed

Indian History.

by the boys ; the other nine were questions of a general character intended to test whether the boys had read their histories intelligently or simply learnt them off by rote. The class consisting of 17 boys shewed a very fair knowledge of the History

of India, with two exceptions, Balasundram and Abdul Azíz, who, out of a maximum of marks fixed at 40, obtained but 7 and 8·6 respectively. The other 15 boys did well. Of these 15 lads the best was S. Srínivás Rao who out of 40 marks got 37·1. A. Védavyása Rao, V. Annasawmy, B. Kristna Rao and J. Conquest all succeeded in getting upwards of 30 marks each. S. Srínivás Rao's paper was the best, but had C. Védavyása Rao, answered the sixth question correctly and fully, he would have stood first in Indian and second in English History. Though J. Conquest's paper stands fifth in order rated according to marks, and his knowledge of dates is limited, it shews perhaps the best general acquaintance with the History of India. Conquest seems to take an intelligent interest in events that have occurred.

22. As a class the knowledge of English History shewn by the boys is poor. In Indian History the 17 boys

English History.

obtained a total of 409 marks, in English History but 288 in all are obtained. J. Con-

quest leads the list with 31·1 marks out of a maximum of 40. C. Védavyása Rao is a good second with 30·5. The next is H. Slaney with 26·8, the fourth V. Annasawmi with 22·6. S. Srínivás Rao gets 21. The other fifteen failed in getting half marks, and four boys failed in getting even 10 marks. The two worst English papers sent in were by K. Srínivás Rao and Abdul Azíz. The questions were designed to test their general knowledge of history, only one question was assigned to dates.

23. Mr. H. Wellesley, M. C. S., Assistant Superintendent, Mysore Commission, reports as follows:—Considering

Geography.

that the course of studies has embraced the geography of the whole world, I look upon the

papers as on the whole very fair, and I do not think that any of the class can have been idle. Conquest is *facile princeps*. Nearly all his answers are first rate, and are moreover well condensed and neatly written. I am sure that if he works he will take a high place in any examination for which he may enter in the country. But heavily weighted as his native competitors are in having to gain knowledge in a foreign language regarding countries most of which have in their eyes nothing to awaken interest, I think that some of them have equal reason to congratulate themselves. It might be considered strange

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that the only question which has been badly answered by all is that which relates to Mysore. A student of geography should start with that of the country in which he expects to pass his career. To a few of the questions some rather amusing answers have been returned, and as it does boys good to be laughed at, I give some of them verbatim, omitting names. Asked to name the agricultural products of England, one boy names "knives" and "digging coal," and another replies "they agriculture (*sic*) mulberry trees largely in order to obtain silk." A third includes "learning" and "civilization" in a long list of the exports of England. A fourth states that India exports rági, cholum and dhal to England. Here is a portrait of a Scotchman. "Scotchman.—This chiefly inhabits mountains. Has small eyebrows, bent forehead and long beards. Very clever and artful." Of an American Indian. "This is a very fearful to look at. Face is flat, devil-like shape; all turned Christians. Tufts of hair flying about their heads." Some of the boys have been taken in by a catch question, and are of opinion that cotton grows in some parts of England; but several decline to be caught, and the best boy in the class hits back sharp, for he replies to the effect that the only parts in England in which cotton grows are green-houses. But these answers are no criterion of the papers, which I repeat are very fair, and I can only regret the ignorance displayed regarding Mysore.

24. One word of advice to those who are going up to be examined at the Madras University. A neatly arranged paper is half the battle. Some of the papers that I have looked over are more like Chinese puzzles than examination papers. Number your answers carefully and in proper order, and do not let one answer run into another. If in doubt about a question leave a space for its answer and pass on. Otherwise the examiner will infallibly lose his temper, and in that case the cause thereof may lose some marks.

### RAJA'S SCHOOL, MYSORE.

#### *Head Master's Report.*

25. This was formerly a Free school in every respect; not only in point of fees, but His Highness also furnished books, stationery, and every other article the boys required for school use gratuitously. After



his death when the school was transferred to Government it was thought desirable to impose a small fee of 4 annas in the lower classes. Some fear was entertained that the imposition of the fee would have the effect of reducing the number of scholars, but the contrary has been proved to be the case, and the attendance generally has been more regular than before. The fees in the higher classes have now been raised to Rs. 1½ and Rs. 2 respectively, with permission to excuse either wholly or in part those boys known to be in indigent circumstances. The scale of fees at present is, F. A. class Rs. 2, Matriculation class Rs. 1½, first class 8 annas. Second and third classes 6 annas, and all the other classes 4 annas. In the Canarese and Hindustani classes 1 anna each. All the boys now provide their own books.

26. A few scholarships to aid the most deserving boys in the prosecution of their studies are very desirable.

**Scholarships.**

Captain Campbell has very liberally given a scholarship of Rs. 10 a month for the present year, and Colonel Haines will continue it at the same rate for the following year for the benefit of M. A. Krishniengar. There are several other deserving boys who are in very indigent circumstances, and I trust the Chief Commissioner will be favorably disposed to aid the institution by granting a few Government scholarships.

27. This is the first time the school has succeeded in the University Matriculation standard, five candidates

**University Examinations.**

having passed in December last. Of these M. A. Krishniengar is entitled to most credit, having entered as a beginner in September 1863, and worked himself up to the Matriculation standard in about five years. Four out of those five are now studying in the F. A., class, and the Matriculation class for this year numbers about 20. We trust a greater proportion of those will succeed than last year.

*Inspection Report.*

28. Seven months have elapsed since the transfer of this institution to the control of Government. During that period the numbers on the register have increased from 234 to 259. The lowest attendance on any day during the current month (December) up to the time of inspection was 224, but this figure is rather above the average daily attendance for the last six months.

29. The Matriculation class mustered 20 candidates, but the whole of these will probably not compete. Several of their number hold appointments, and thus more time has been unavoidably devoted to business than could be spared from their studies without endangering their success. Class I has 15 pupils who with their newly appointed teacher have evidently worked hard, but they betray many of the defects arising from faulty elementary teaching, such as a fragmentary mode of answering during a *viva voce* examination, bad pronunciation, and an imperfect acquaintance with the rudiments of grammar. Another twelve months work, however, should enable a good number of them to enter upon the Matriculation course. Classes II and III acquitted themselves well. The condition of class IV was particularly gratifying, and that of V and VI was also satisfactory.

30. I beg to call attention to the fact that the introduction of fees into this hitherto free school, so far from being followed by a diminution of numbers has been accompanied by an increase, which is not likely to fluctuate so long as the institution continues to hold out advantages equal to the educational requirements of this important town.

#### DISTRICT SCHOOL, HASSAN.

31. The Hassan School retains its position as the foremost of the district schools. The number of pupils at the time of my inspection was 114, against 105 the preceding year. The steady advance of this school and excellence of its management reflect great credit on the Head Master.

#### DISTRICT SCHOOL, SHIMOGA.

32. The general result of the examination of the anglo vernacular school as regards a knowledge of the text books has been fair, but mental training, especially in the lower classes, has been sadly neglected. The few questions proposed, and they were few indeed, shewed that these children had seldom been called on to think out the answer to a given question. Even when the answer was contained in the book but required a little thought to obtain it, it was seldom given without a great deal of questioning to get it from them.

33. Much attention is paid to writing copies, but unfortunately greater ignorance of the principles I never met with. The stems of the

letters are generally out of all proportion to the body, and the letters are at any angle to the lines, and too much crowded; no attention is paid to the manner of holding the pen or the position of the children. The head lines generally convey some geographical information, but some of them are very absurd. The style of writing is not suitable for office work.

34. The masters of the lower classes require careful supervision. I have noticed several serious mistakes in knowledge as well as school management; and I think it due to the children, not only in this school in particular but of every school in the province, that Head Masters should devote a certain portion of time, out of school hours, for the instruction of their assistants, in school subjects and school management. The latter especially would be advantageous to themselves as well as to their assistants, for new information would be constantly turning up and furnishing them with new ideas to carry out in their schools. A want of this teachers' class in a school is a serious drawback to the welfare of the pupils and the good feeling which ought to exist among teachers. The second class has been formed too soon. These boys would have profited more if they had been kept in the third class for another year.

#### DISTRICT SCHOOL, KOLAR.

35. The number of registered scholars at the last examination was reported to be 144, and has now increased to 162. The English branch contains 70, the Hindustani 62, and the Canarese 30. The strength of this school is now greater than any other of the same class.

36. From the records of the last examination I find that papers were set to the first class similar to those previously given to students of a corresponding grade in the Hassan Government School. I regret that I was unable to repeat this common test, a considerable interval of time having unavoidably been allowed to elapse between the examination of the two schools.

37. It will appear from the tabular form of report that the portions studied are very small, and that throughout the school the results of the examination are generally less satisfactory than usual. The following explanation becomes necessary to avoid producing an unfair impression. The examination of this school, as previously intimated,

should have immediately followed that of Hassan, but the holidays intervened, and a few weeks' farther postponement being likely to occur, I desired the Head Master in this emergency after the re-opening of the school to use his own judgment in effecting the annual reformation of the classes. Had not this been done the present time would have been abridged and the Kolár School placed under a disadvantage in its next competition with Hassan.

38. The tabular report therefore represents the work of the last six weeks only. In conducting the examination, however, I took the opportunity of testing the knowledge of each class in the work done during the preceding term. In awarding prizes also I was entirely guided by the position of the boys at the end of last term and their efficiency in the subjects then studied by them, and was fully satisfied with the performance of the various classes. Papers on language (English and Canarese) and on history were given to the Matriculation class. Those who passed obtained not less than one-half of the marks. Except in Canarese, these papers were identical with those previously set at the examination of the Normal School. The first class attempted the Canarese and history papers, but none obtained half marks. I questioned the fitness of some of the pupils recently promoted to this class, but on the representation of the Head Master in favor of his arrangement, I allowed it to stand.

#### DISTRICT SCHOOL, TOOMKOOR.

39. The general progress of this school has been fair since my examination of it about two years ago, but it is still below the standard of the district schools, and had I not known its condition at that time I would have censured the master for its present low condition compared to other schools. Then the boys were beginning every thing, but now their progress in the several school subjects is "very fair" They are rather defective in the knowledge of the map, an error which I trust will be remedied before my next visit.

40. A more recent report is as follows :—

This school is progressing favorably, but I still require from the boys of the first and second classes a better knowledge of the subjects they are learning in these classes. Only two boys in each could be said to have done well, and this deficiency in thoroughness was shewn

particularly in language. The third class did well in every thing, and nothing could be better done than their lessons in language. The master has not been long from the Normal School, but has notwithstanding proved himself to be an excellent teacher, and I wish many older teachers would imitate his practice.

### DISTRICT SCHOOL, CHITULDROOG.

41. The results of my examination have been generally satisfactory, except in language, which has been a failure from the highest to the lowest class. Want of thoroughness in this subject has been painfully apparent, as very few boys in the school understood the meaning of the sentences they read in my presence. Consequently I have ordered the teachers to recapitulate this and the other subjects marked "insufficient" in my report.

42. The work of the school appears to be entirely carried on by rote, for scarcely any effort has been made to evoke the thinking faculties of the pupils, or direct their attention from their books to the things occurring around them, or even to make them feel that much of what is in their books they know already. A remarkable instance of this occurred at one of my examinations, when the teacher informed the class that wheat does not grow in India, because it was not specially mentioned in the book he held in his hand, although both he and his pupils could have seen cart-loads of it passing their doors to Bangalore every week. Geography was not taught in an intelligent manner ; there was too much dependence upon the book for definitions and productions.

43. The organization of the school is a most unusual one, and the labor of teaching unequally divided between the masters. The Head Master teaches only the first class consisting of 6 boys, and leaves the other three classes consisting of about 31 boys of various abilities entirely to the care of the assistant master. Such a state of things in a school ought not to be allowed, and is not allowed where the master possesses the least zeal for his work or anxiety for the welfare of his pupils. I trust that I shall never have to direct attention to a similar case again. This error arises from a notion very prevalent among Head Masters, that the first class is quite enough for them to look after and that the assistants should teach the others.

#### 44. Subsequent report.

The second or highest class did so badly that I have been induced to withhold the prizes. The other classes did very fairly.

### DISTRICT SCHOOL, CHIKKAMAGALURU.

45. The status of the anglo-vernacular school is progressing favorably both in numbers and school subjects of instruction, but still holds an inferior position to other district schools.

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## SCHOOLS OF THE MIDDLE CLASS.

### NANDIDROOG DIVISION.

46. The numbers since the last examination have increased in the English school from 42 to 53. In the  
Chikka Ballápura.

highest class neither the English poetry nor prose lessons had been so thoroughly studied as they should have been, and arithmetic appeared to be better understood in theory than in practice. In all else the class acquitted themselves well, especially in grammar, analysis, and translation. The general progress has been decidedly good. Class III did fairly, but on the whole not so well as Class II. Arithmetical operations betrayed a want of precision and order. The Canarese lessons and history deserve more attention than they appear to have received. I was pleased with the evident pains that had been taken with English prose and grammar.

47. The lower classes have been well taught, but a third assistant is necessary to give the school a fair opportunity of reaching a higher standard. With the existing staff of two teachers, it is hardly reasonable to expect the full amount of work from each of the five classes. During two months and a half the Chikkanáyakanahalli Head Master had temporary charge of the school, and shewed himself capable of discharging the duty efficiently. The assistant master, who has now been about one year in the department, is a good teacher and has evidently worked hard with his classes.

48. On the afternoon of the 29th July a public examination was held and prizes were afterwards distributed. A large number of the

visitors present unfortunately did not understand English, but Mr. Krishnaswamiengar, the Assistant Superintendent, addressed them in Canarese, explaining the scheme of study at present in force, and adding his own remarks on the state and progress of the school. The proceedings appeared to afford general satisfaction.

49. The condition of this school has improved very much since my last visit, the numbers having risen from  
 Chikkanáyakanahalli. 7 to 33 not including the boys in the Hindu-stani school which is on trial, and not yet acknowledged as being under Government control. The examination has been very satisfactory, and I have much pleasure in recording my approval of the work which has been done in this school by the teachers.

50. A Hindu feast of which I received no previous intimation happened to fall on the days I had fixed for  
 Dévanahalli. the inspection, and the time of examination being thus unavoidably curtailed, I was compelled to omit a few subjects indicated in the tabular form. I regret to state that the condition of the English school continues very unsatisfactory. Of the 5 boys forming the highest class, not one was sufficiently advanced for promotion. The discredit of this failure is aggravated by the fact that two of these pupils have been in attendance at the school since its establishment about seven years ago. The other three pupils were promoted from class IV during the last term without authority, an irregularity certainly not excusable on account of the proficiency of the boys. Similar irregular promotions were made from class V to class IV. The majority of the boys in these classes have been upwards of three, and some upwards of four years in the school. The absence of the Head Master for four months may be mentioned as an extenuating circumstance, but does not account for the fact that, of five boys forming the fifth class, three have been 3 years, and one 2 years, in attaining that standard.

51. The continued inefficiency of the school and its gradual diminution call for immediate and decided action. I beg to recommend an entire change in the teaching staff. Should this measure fail to produce the desired effect, I see no sufficient reason for maintaining an anglo vernacular school in this place.

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## ASHTAGRAM DIVISION.

52. The numbers since last December have fallen from 47 to 38, of these 37 were present during the examination. The standard of the highest class, a second, has been passed by one boy whose attainments entitle him to a place in a first class. Except in mathematics the result of the examination is favorable. I found an intelligent interest was exhibited by the elder boys in European political movements, such as the recent revolution in Spain and other topics of general interest rarely glanced at by Hindus. It is matter for regret that in a place like Hunasúru few opportunities are open to the students of benefitting by English publications.

Hunasúru.

53. The school is still held in the Commissariat store room that was placed at the disposal of the department by Captain Magrath. The inconveniences connected with this arrangement are numerous, but no other building is at present available.

54. The numbers shew a decrease of two-fifths. Instead of 47 as at the last inspection, the register now bears the names of only 27 pupils, 26 of whom were present at the time of examination. Six of the nine pupils comprising the highest class, a fifth, are prepared to enter on the studies laid down for the next higher grade. In English grammar and arithmetic they had advanced beyond the limits appointed for a fifth class, but their Canarese studies had been less carefully prepared than their English. History also might have received more attention than appears to have been given to it : with these modifications it gives me pleasure to report favorably on the work of this class. The progress of the lower classes has also been satisfactory.

Yelandúru.

55. I learned from the schoolmaster that an English assistant was sanctioned for this school, and that directions were issued to ascertain whether a suitable person for the post could be met with in Yelandúru. The gradual rise in the standard of the school and the consequent increase in the number of classes render the appointment of an assistant requisite. The school room is very confined and ill ventilated.



## NAGAR DIVISION.

56. The instruction of the boys appears to be carried on very fairly, and the Head Master deserves credit for what he has done. But there are a few subjects that require recapitulation.
- Harihara.**

The failure in the reading lessons has been caused by the master's passing over them too quickly.

57. Subsequent report.

The examination has been very satisfactory, especially in the reading lesson, a decided improvement in this subject having been made since my last examination.

58. I have much pleasure in stating that there has been a very great improvement in the anglo vernacular school since my last examination, and the result of my present examination is very satisfactory.
- Shikáripura.**

## SCHOOLS OF THE LOWER CLASS.

## CANARESE SCHOOLS.

## BANGALORE DISTRICT.

59. The proficiency of the Canarese school was on the whole good, and the numbers which at the last inspection were reported to be 13 have risen to 45. All the pupils belong to the lowest grade, but I was able to form a third class and to make corresponding promotions amongst the various divisions of the fourth class.
- Dévanahalli.**

60. At the last inspection the number of registered pupils was 39. The recommendation contained in the report on that inspection regarding the amalgamation of Malappa's school being subsequently adopted, the numbers were doubled and have since increased to 104, making this the largest Government vernacular school in the province.
- Dodda Ballápura.**

After the examination of yesterday and the public distribution of prizes this morning, there were 5 fresh applications for admission, from which it would appear that a favorable impression was produced on these occasions.

61. The general proficiency of the boys throughout the school was good. A second class has been formed, and promotions made in the lower classes according to merit. Both the masters have worked hard, and the Head Master's exertions have gained him an increase to his salary. I trust the assistant master will receive similar substantial encouragement. He has nearly 70 boys under his charge, and has performed his duty efficiently.

62. Of the 38 boys whose names are on the register, all but three were present. About 8 more little boys, "Onáma davaru" were in attendance, but they had not been added to the number on the books. The crowd of visitors at the examination was a gratifying indication of an increased interest in the school, and the attainments of the boys though not entitled to unqualified commendation afforded decided evidence of attentive study. I called attention to some glaring errors which appeared in the grammatical part of the examination, and thought it necessary to recommend more attention to the mode of studying geography. But in the main the progress has been good.

63. The number of pupils whose names are on the register and the number present at the examination were 43 and 31 respectively, which is about one-fourth lower than at the last inspection. On reference to the report of that inspection, I find that mention is made of the hearty co-operation of the Amildar, who has since been removed to another talook. I was disappointed at the meagre attendance of visitors during the examination. The only Government official present was the Peishkar, but unfavorable weather may have contributed to prevent others attending.

64. Class III was represented by only 2 boys, of whom one did well, and the other fairly. The first division of class IV, also under the Head Master's tuition, acquitted themselves pretty well. I observed

several boys without books, and thought it advisable to insist on each boy being duly provided. The lower divisions of class IV had made fair progress under the assistant teacher. I directed the Head Master to allow the two boys forming the third class to enter on the second class course of study. Of class IV five boys were qualified for promotion to the next grade.

65. The last inspection of this school was held five months ago, and on that occasion as well as the one now reported on 27 pupils were present. The registered numbers only differ by an increase of two names. From the size and character of the town a much larger attendance cannot be looked for. It gives me pleasure to be able to report well on the school. Its discipline and progress are very creditable to the Head Master. The unavoidable absence of 2 out of 4 boys forming the third (the highest) class, was apparently a great disappointment to the master, who assured me the absentees were more proficient than the two presented for examination. I had every reason, however, to be satisfied with the whole school. A second class was formed and promotions made from the fourth to the third class. The examination which was fairly attended by visitors, was followed by a distribution of prizes.

#### KOLAR DISTRICT.

66. This Canarese school exhibits no progress. Both the absent Head Master and the acting Head Master complain that the first Canarese teacher is a very impracticable character.\*

67. *Canarese and Telugu.* There are 45 registered Canarese pupils and 25 Telugu. The numbers of the Canarese school shew an increase of 5 since the last examination. The tabular report will shew that in the Canarese branch nine-tenths of the pupils are of the fourth class standard, and of these only a small portion came up for examination in all the subjects of study laid down for that class. I

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\* This man has been removed, and the condition of the school has greatly improved since the above was written. D. P. I.

am happy to be able to report that the boys of the highest class, a third, acquitted themselves well in most of the subjects under examination, and that the school exhibited more decided indications of improvement than I have ever yet observed.

68. I am convinced that the master has taken pains with his pupils, and is anxious to raise the standard of his school. But so decidedly conservative is he in his opinion regarding school management, that he cannot be induced to relinquish altogether the Hindu method or rather absence of method. Hence the results of his labor do not represent a fair return for the time and labor he spends. The peculiarities of his school may be accepted as a tolerably correct indication of the popular taste. In the matter of arithmetic, the English method I generally find appreciated and preferred. But history, in the form now presented, is deprecated as a useless infliction. The objections to geography and grammar, however, are disappearing.

69. The Telugu pupils were not so far advanced as those I had an opportunity of examining on a former occasion. A trained Telugu teacher is very much needed to take charge of this branch of the school, which would probably be more largely attended than the Canarese school. As the place boasts of wealth and learning, the selection should be carefully made.

70. The number of pupils has risen since the last inspection from 24 to 40, all of whom were present at the examination. The manner in which the boys acquitted themselves was very gratifying to all present. After expressing my appreciation of the success of the teacher, the anché most opportunely arrived with the official memorandum informing the master of the increase to his salary, an acknowledgment his efforts have well earned. The Amildar was away on duty, but the Peishkar and a large number of visitors were present during the examination.

71. I regret to find the Canarese school at this station languishing where all else is vigorous. It must be allowed that the teacher has very unpromising material to work upon. But after

Góribidanúru.

Kolár.

making all due allowance, I consider the results are much below reasonable expectation. Some of the appointed text books are not in use, and those used have been imperfectly studied. The Canarese master seems thoroughly disheartened, and for his own sake as well as that of the school I would recommend a removal.\*

72. The school numbers 32 pupils, 5 less than at the last inspection, but its general condition and prospects are good. My inspection happened to fall on a "dwádasi" day, and several of the Brahman portion of the visitors after sitting two or three hours grew restless, and a few went out. Those whose politeness stood the test of hunger during the remainder of the time, must have felt some interest in the proceedings.

73. Only one boy had studied the whole of the portions of poetry and grammar indicated in the tabular report, the rest having been all more or less irregular in the attendance. History and geography had not received a fair share of attention, but in other respects the attainments of the class were good. The master is an energetic young man and a good teacher.

74. On inquiry I was informed that four-fifths of the boys were Telugu. I would therefore suggest that, should an assistant become necessary, a Telugu teacher be preferred.†

75. Of 42 registered pupils, 36 were present, and acquitted themselves well as a whole. The highest class, a third, only numbered four boys, and one of these being absent the number presenting themselves for examination was reduced to three. I observed that these were not supplied with some of the chief text books. I am satisfied however that great pains have been taken by the teacher.

76. The attendance of visitors during the examination was not large, but the number and regularity of the pupils may be accepted as a proof of the estimation in which the school is held.

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\* This recommendation has been carried out. D. P. I.

† A Telugu assistant has been appointed. D. P. I.

77. The numbers, which at the last inspection were reported to be 40, have fallen to 26, being a reduction of about one-third. The whole of the third class completely failed in grammar and geography, and I intimated that a deficiency in these subjects next year would entail a forfeiture of all claims to prizes. Two Massulman boys of the fourth class, though neither of them attained the highest position, had made remarkably good progress, but the attainments of the pupils generally entitle them to very moderate praise.

Srīnivāspura.

78. The introduction of \* Telugu studies would extend the usefulness of this school, and render it of more importance, as a large number of the inhabitants of Srīnivāspura speak that language.

### TOOMKOOR DISTRICT.

79. I have much pleasure in recording my approval of the work which has been done in this school by the teachers. I would especially mention Krishna Sing, the acting Canarese Head Master, for the work he has done in his school.

Chikkanaṅyakanahalli.

80. This school has been but a short time established, and the number of pupils is very small owing to want of accommodation in the wretched building where the school is kept. Some of the principal inhabitants are desirous of uniting an indigenous school in the neighbourhood with the Government school, if the master be appointed as assistant : a step I would † recommend, as he appears to be an intelligent man and likely to make a good teacher when he learns our method.

Koratagere.

81. With the exception of arithmetic, which was not as well done as I could wish, every subject has been taught in a thorough manner, and I may add that I have never examined a school that has realized my expectation in this respect so fully as this one. I have to bring to notice the fact of several adults being under instruction during the leisure of the Head Master, a practice I would like to see extended

Maddagiri.

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\* Instruction is now given in Telugu as well as in Canarese. D. P. I.

† This recommendation has been attended to. D. P. I.

to other districts. The second master appears likely to become a very good assistant.

82. During my examination I have found that the reading lessons do not receive sufficient attention from either the masters or pupils, and the consequence has been that I have been obliged to order them to recapitulate these lessons before I make a fresh class in the school. The Head Master's method appears to be very tame, and nothing more than a mere explanation of words was attempted in my presence. Both teachers are inexperienced in school work, but they are working hard to get their boys on. The results of a subsequent inspection were more favorable, "every subject of instruction from the highest to the lowest class being thoroughly well done."

83. Though established only a few months this school shews marks of having been well conducted by the Head Master. The boys in the fourth class answered very well in every subject, except in knowledge of the map, which requires more attention.

84. The number of children is small considering the population of the town, but I have no doubt of the master's influence extending among the inhabitants if he had a proper place to teach in.

85. This Canarese school did fairly. In geography the boys are remarkably well taught. They passed their examination very well and gave me much satisfaction.

86. The result of the examination has been unsatisfactory. The manner in which poetry has been taught is highly censurable, for although the children repeated each stanza very well, yet not one word was understood by them. The prose lesson falls far short of the mark. Arithmetic, slate and mental, was done very badly. Geography was better done and places on the map were fairly pointed out. More care appears to have been bestowed on this subject than on the others.

87. The school is increasing in numbers which have risen from

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\* Arrangements will shortly be made for the erection of a suitable school house. D. P. I.

6 to 24, and I trust that attention to duty and patience on the part of the teacher will raise this school to a better condition than it holds at present.

### MYSORE DISTRICT.

88. This Canarese school at the time of my last visit comprised only 12 boys. Since the re-organization the numbers have steadily increased, and now stand at 53. But most of these, as might be expected from the short time they have been under tuition, belong to the lowest grade. Only three boys have gone through the third class course of study. Government vernacular schools are usually open during the afternoon as well as the morning, and the necessity for this is obvious. This rule does not appear to have been understood here, but will in future be observed, and will doubtless prove advantageous.

Mysore.

89. The register bears the names of 50 boys, all of whom were present at the examination. The tabular report is not favorable, but it should be borne in mind that the school master has had his attention divided amongst 50 boys of three or four grades. The necessity for an assistant master is apparent. The presence of several visitors during the examination was a gratifying indication that an interest is felt in the progress of the school. There is every reason to expect that, if well managed, the institution will rapidly increase in importance.

Nanjanagúdu.

90. This school opened with only 8 boys, and the number has never risen above 17, which represents the strength of the institution when closed for the Christmas holidays. Sixteen boys were present during the examination. The school is of the fourth or lowest class. Five boys, however, who have gone through the course laid down for that grade, will now be formed into a third class. These acquitted themselves creditably. They were rather below the standard in arithmetic, but excelled in geography, and did well in other subjects.

Narasipura (Talakádu.)

91. This school has made a good beginning under the certificated



Yedatoré.

teacher who has had charge of it. The number of registered pupils, only 22, is lower than I should have expected from the size and character of the town. The school house is at one extremity of the principal street, and its position might deter very little boys from attending, but the cutcherry, a building which is generally conveniently situated, is still farther in the same direction. The school master represented that the majority of the townspeople held extensive garden and wet lands below the channels in that neighbourhood, which demanded constant attention and drew away the elder boys of many families. The younger boys, he alleged, found the distance an obstacle.

92. About 15 or 20 visitors were present during the examination, but I was disappointed that the first inspection of the school should not have sufficient interest to attract even one of the talook officials. The Amildar was away on duty, or would probably have been present.

### HASSAN DISTRICT.

Bélúru.

93. Since the last inspection the number of registered pupils has fallen from 53 to 32, and retrogression is not confined to the numbers. According to the Head Master's classification, the highest class is of the second grade, but the attainments of its members do not entitle to the rank of even a third class. With the exception of teaching 4 boys, the whole work of the school appears to have fallen upon Gundappa, the assistant master, and I have pleasure in recording my favorable opinion of his exertions during the last half year. A re-classification of the school was necessary, and it will now consist of two classes, a third and a fourth.

94. A more recent report is as follows :—

The day on which I passed through Bélúru being a public holiday the school was closed, but in the afternoon 29 boys were collected together. The highest class, a third, numbers 8 boys, of whom 6 were present. I examined them in poetry, grammar, and arithmetic, and have much pleasure in reporting a decided improvement since the last inspection. The fourth class has four divisions numbering 32 boys, and of these 23 were

present. The total strength of the school is 40, and would be greater but for the prevalence of fever and whooping-cough in the neighbourhood.

95. This school I regret to say is in an extremely low state, both as to numbers and proficiency. Nine boys representing the whole strength of the school were present. It is unfortunate that the Government system of education should have been introduced to this town by a man like the former schoolmaster who, during a short term of office, produced so bad an impression on the people. A subsequent report says:—The numbers have been steadily increasing and they now reach 18. I entirely attribute the unsatisfactory result of my examination to the irregularity of attendance, as I hold a very high opinion of the schoolmaster's qualification for his duties.

#### SHIMOGA DISTRICT.

96. The result of the examination of this school is fair, although the teacher has had charge of 30 children without an assistant. Their knowledge of the map was particularly good. An assistant\* master is I consider much needed.

97. The progress of the school and the result of my examination have been fair, considering the short period the school has been established. The assistant master, who has been on probation, appears to be an intelligent young man.

98. I found the condition of this school generally satisfactory. The lower classes have not received sufficient attention from the Head Master and consequently were found wanting in their knowledge of the reading lessons.

99. The boys of this school have done very well, except those of the fourth B class, who were not well grounded in their reading lessons.

100 This school is yet in an incipient condition. There are 41

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\* The sanction of Government has been applied for to appoint an assistant. D. P. I.

Bhimoga.

boys on the register and only one teacher. I do not think the man at present in charge capable of carrying on the school efficiently by himself.

### KADOOR DISTRICT.

Bánávára.

101. I examined the second class in arithmetic as far as the rule of three, and in writing the various forms adopted in correspondence and in drawing up petitions, &c. Two of the three pupils were very quick intelligent boys. Class III could read fairly. They were able to work out sums in the simple rules that were written down for them, but could not apply their knowledge to miscellaneous examples involving the adaptation of the same rules. A passage from the third book was correctly and neatly written to dictation.

Bírúru. (Kadoor.)

102. The results as regards my examination and the number of children attending this school are very satisfactory. In grammar the boys gave up their answers very readily, but were very deficient in knowledge of the words they repeated. I have therefore ordered this subject to be recapitulated. The other subjects were well taught.

Chikkamagalúru.

103. This school is almost as low as it can be, only 11 boys attending, although the town has a population of 9000 inhabitants. The master has been suffering from fever ever since his appointment to this station. I would therefore recommend his removal to the eastern side of Mysore.\*

Kadoor.

104. The result of the examination of this school has been on the whole very fair. The lesson in poetry, although well understood by two of the class, was not generally comprehended by the whole. Grammar appears to have been rather neglected. The other subjects were generally satisfactory, and the status of the school has been very fairly advanced since my last examination.

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\* This recommendation has been attended to. D. P. I.

105. Although the master of this school has done his duty to his pupils, yet he appears to make no progress in gaining the confidence of the people. The number of pupils at my last examination was seven, and now it is one less.

Tarikere.

106. The people of this town appear to be more than usually active and intelligent, and are therefore quick to discern the qualities of the master. If a superior man were posted here he might gain their confidence and thus extend the usefulness of the school. At all events such a man is absolutely needed to compete with the masters of the indigenous schools located here.

### CHITULDROOG DISTRICT.

107. The boys have been fairly taught, but being newly admitted, the results of my examination have not been such as I expected from a school of this description. If children will not come to the school in greater numbers it may be well to try what effect a change of masters will produce.

Chitaldroog

Subsequent report.—The Canarese school did very well.

108. I have much pleasure in reporting that the result of my examination has been entirely satisfactory.

Davanagere.

109. The result of the examination was very fair, although the Head Master has been suffering from fever for some months past, and was so ill at the time I was in Hosadurga that he could not attend the school. The assistant master does not appear capable of managing the school during the absence of the Head Master.

Hosadurga.

110. The examination of this school has been in every subject very satisfactory. As many people in this place speak the Telugu language, I think it would be a useful measure, and one which would tend to increase the number of boys in the school, to introduce Telugu lessons. The master has been ordered to procure books from Bangalore and make the trial.

Davagada.

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▲ better man has been appointed to the charge of the school. D. P. I.

## HINDUSTANI SCHOOLS.

111. The condition of this school is very satisfactory, and great credit is due to the Head Master for its efficiency.  
Kolár.

112. Subsequent report.—In the first class consisting of 10 boys, 4 particularly distinguished themselves. In arithmetic they worked rapidly sums involving an acquaintance with fractions. Dictation was written without a mistake, and the handwriting was good. The upper boys translated idiomatically from Persian into Hindustani and *vice versa*. The rest were not quite so well prepared. The second class passed a creditable examination. The third and fourth did indifferently well. The classes had all been re-arranged only two months before, otherwise the results of the examination would have been still more favorable. This is unquestionably the first of the Government Hindustani schools, and its progress, I consider, due to the exertion of the Head Master.

113. This branch is the least satisfactory part of the Raja's school.  
Mysore.

114. The boys in this school did fairly, but the want of books is a great drawback. The parents are too poor to purchase them, consequently they have in a great measure to be supplied in manuscript.  
Toomkoor.

115. A subsequent report says :—

The school did very fairly, but the first class boys failed in arithmetic. Hindustani maps are much needed. I think there are too many boys for one teacher to manage properly.

116. The boys of this school are very indifferently taught. I am not satisfied with their progress, nor with the manner in which they have been instructed. Most of their reading lessons were given out by rote, and not a few of the boys were floored when asked to read a sentence in the middle of the lesson. Arithmetic has not been taught at all.  
Chitaldroog.

## HOBLI SCHOOLS.

117. Owing to the very recent establishment of these schools nothing more can be given here than a list of them.

## List of Hóblí Schools.

District.	Talook.	H O B L I .	Village in which School is established.	School Panchayet.	Remarks.
Kolar District.	AMBAJIDURGA	... Keivará ...	... Keivará ...	Shánbhóg Naranappa, Gowda Yerappa, Reddi, Nachappa Chetty.	
		... Chintamani ...	... Ganjur ...		
		... Kuraburu ...	... Anur ...	Désakulakarni Ramanna, Shánbhóg Sankara Naranappa, Gangara Subbanna.	
		... Murugamalé ...	... Murugamalé ...		
		... Irgampalli ...	... Irgampalli ...		
	BETMANGALA	... Ambajidurga ...	... Chandrabaili ...		
		... Desarahosahalli ...	... Uriga ...	Shánbhóg Kristappa, Peddapalli Srinivas Chetty, Ganigara Venkataranappa.	
		... Tayalúru ...	... Tayalúru ...	Shánbhóg Gumasta Súrappa, Bashireddi.	
		... Kyasamballi ...	... Kyasamballi ...	Shánbhóg Venkatrayappa, Timmaraya gowda, Carpenter Venkatappa.	
		... Sulikunté ...	... Sulikunté ...	Shánbhóg Subbia, Chetty Appia, Pensioner Salarkhan.	
GUDIBANDA ...	CHIKKA BALLAPURA	... Budikoté ...	... Budikoté ...		
		... Bétmangala ...	... Bétmangala ...		
		... Avati ...	... Avati ...		
		... Nandi ...	... Nandi ...		
		... Manchabablé ...	... Manchabablé ...		
	GUDIBANDA ...	... Gudibanda ...	... Hampasandra ...		
		... Somanbaili ...	... Somanbaili ...		

## Kolar District—Continued.

K

KOLAR	...	Utturu	...	Dévarayasandra	...	Gowda Ananthin, Yajman, Pettabhi Renu, Shānbhóg, Subanna, Manthavā, Nannappa, Mangla Subba Bhatia.
		Sugatūru	...	Sugatūru	...	Shānbhóg, Balappa, Jamindar Kodandappa, Ryot Muniappa.
		Holūru	...	Holūru	...	...
		Vakkalēri	...	Vakkalēri	...	...
		Harati	...	Harati	...	...
		Vengallu	...	Vengallu	...	...
		Mudavādi	...	Mudavādi	...	...
MALURU	...	Hulibēla	...	Koppa	...	Gowda Seehagiri Rao, Shānbhóg Sennappa, Chetty Basanna.
		Hulidenhalli	...	Hulidenhalli	...	Rangégowda, Shānbhóg Nagappa, Kumbara Appanna.
		Lakkūru	...	Lakkūru	...	Adiké Govindappa, Attibale Nannappa.
		Narsapura	...	Sivaraṣaṭṭa	...	...
		Māsti	...	Māsti	...	...
		Tyakallu	...	Tyakallu	...	...
		Mālūru	...	Mālūru	...	...
		Kudyanūru	...	Kudyanūru	...	...
MULABAGALU	...	Duggasandra	...	Agara	...	Sogu Butcha Chetty, Ryot Viria, Nlakantarāya.
		Uttanūru	...	Uttanūru	...	...
		Yēladur	...	Yēladur	...	Shānbhóg Bogappa, Yēladur Narain Baya, Nanjégowda.
SRINIVASAPURA	...	Nambihalli	...	Nambihalli	...	Shānbhóg Dodda Lingappa, Chitturu Sitharama, Thall Anna Chetty, Rangia.
		Dalsanūru	...	Dalsanūru	...	...
		Somayajulapalli	...	Somayajulapalli	...	Shānbhóg Rayappa, Malapatti Pedanna, Adappa.
SIDLAGHATTA	...	Chilkalnerpu	...	Chilkalnerpu	...	...

District.	Talook.	H O B L I .	Village in which schools established.	School Panchayet.	Remarks.
Bangalore District.	ANEKALLU ...	Attibélé	Attibélé	...	...
	CLOSEPETE ...	Makali	Jalavangala	...	...
	DEVANAHALLI	Budigere	Budigere	...	...
		Jangankoté	Jangankoté	...	...
		Vadagenahalli	Vadagenahalli	...	...
		Kalluhalli	Kyalanúru	...	...
		Channarayana	Channarayana	...	...
	DODDA BALLAPURA	Rajagatta	Rajagatta	...	...
		Hulikunté	Hulikunté	...	...
	HOSAKOTE ...	Gubbi	Gubbi	...	...
		Hullúru	Hullúru	...	...
		Kadgodi	Kadgodi	...	...
		Subibélé	Subibélé	...	...
		Vagatta	Vagatta	...	...
	KENGERI ...	Kengeri	Kengeri	...	...
		Tavarkere	Tavarkere	...	...
	NELAMANGALA	Nelamangala	Nelamangala	...	...
		Mailanahalli	Hesaragatta	...	...
		Tyamagondal	Tyamagondal	...	...
	SARJAPURA ...	Béguru	Béguru	...	...
	YELAHANKA ...	Jála	Betta Halasúru	...	...
		Krishnarajapura	Krishnarajapura	...	...
	DEVANAHALLI	Kundapa	Kundapa	...	...



Toomkoor Dt.					
CHIKKANAYAKANAHALLI	Hagalwadi	...	Hagalwadi	...	...
KUNIGALLU ...	Yediyúru	...	Nagasandra	...	...
SIRA ...	Nadúru	...	Hosúru	...	...
	Kallamballé	...	Chikkanáyakanahalli	...	...
	Baragúru	...	Baragúru	...	...
MADDAITRI ...	Purava	...	Byalya	...	...
	Itakadibbanahalli	...	Itakadibbanahalli	...	...
TURIVEKERE	Dandinasivira	...	Dandinasivira...	...	...
	Ichanúru	...	Ichanúru	...	...
TOOMKOOR ...	Kosa	...	Kestúru	...	...
	Honnudiké	...	Hobasigere	...	...
	Gulur	...	Gulur	...	...
	Maradagere	...	Maradagere	...	...
CHAMARAJANAGARA		...	Nagavalli	...	...
	Kagalwadi	...	Chamarajanagara	...	...
	Chamarajanagara	...	Snatemarahalli	...	...
GUNDLUFETE...	Haradanahalli...	...	Haradanahalli	...	...
	Tirakanambi	...	Tirakanambi	...	...
HEGGADEVANAKOTE	Antasanté	...	Molali	...	...
MANDYA ...	Muttégere	...	Muttégere	...	...
	Dudda	...	Mudgandur	...	...
	Basaralu	...	Basaralu	...	...
Mysore Dt.		...	Gurusiddia, Marégowda, Kádagowda.	...	...
		...	Venkataramania, Dasahetty, Honnana-	...	...
		...	halli Chennégowda.	...	...
		...	Chikka Chetty, Badra Chetty, Daségowda.	...	...

District	Talook.	H O B L I .	Village in which School is established.	School Panchayet.	Remarks.
Mysore District.—Continued	MANDYA ...	Mandya ...	Satnur ...	...	...
	NANTANAGUDU	Kallalli ...	Kallalli ...	...	...
	MYSORE ASHTAGRAM	Badanakuppé ...	Badanakuppé...	...	...
		Palhalli ...	Palhalli ...	...	...
	PATNA ASHTAGRAM	Balagoja ...	Balagoja ...	...	...
		Seringapatam ...	Seringapatam...	...	...
		Kyatanhalli ...	Kyatanhalli ...	...	...
		Bannur ...	Bannur ...	...	...
	PERIYAPATNA	Periyapatna ...	Periyapatna ...	...	...
	TALAKADU ...	Talakadu ...	Talakadu ...	...	...
	YEDATORE ...	Múgúru ...	Múgúru ...	...	...
		B'derhalli ...	B'derhalli ...	...	...
		Mirali ...	Mirali ...	...	...
		Haradanhalli ...	Haradanhalli ...	...	...
	MYSORE ...	Saligrāma ...	Saligrāma ...	...	...
		Anandúru ...	Anandúru ...	...	...
Mysore District.	YELANDURU ...	Lingambudhi ...	Lingambudhi...	...	...
	MALLAVALLI...	Maddúru ...	Maddúru ...	...	...
	PATNA ASHTAGRAM	Mallavalli ...	Mallavalli ...	...	...
		Haravu ...	Haravu ...	...	...
	MYSORE ASHTAGRAM	Arakeré ...	Arakeré ...	...	...
		Chandagallu ...	Chandagallu ...	...	...

## Hassan District.

ARAKALAGUDU

ATTIKUPPA ...

BELURU ...

HASSAN

MAHARAJANADURGA

MANARABAD

NAGAMANGALA

NARASIPURA ...

CHENNAGIRI ...

HONNALI ...

SHIKARIPURA

SHMOGA ...

Hanasógé ...

Kristnarajakatté ...

Santébachalli ...

Adagúru ...

Naravé ...

Melpáju ..

Andalé ...

Hassan ...

Madhalli ...

Saligame ...

Gráma ...

Ponnatapura ...

Uggiballi ...

Bhimanhalli ...

Mavinakere ...

Madapur ...

Nallúru

Kunsi

Shikaripura

Anavéri

Holé Honnúru

Hanasógé ...

Rudrapetura ...

Santébachalli ...

Adagúru ...

Gonibidu ...

Shanivarsanté ...

Andalé ...

Buvanhalli ...

Madhalli ...

Saligame ...

Gráma ...

Ponnatapura ...

Uggiballi ...

Dévalapura ...

Halékófé ...

Madapur ...

Nallúru

Kunsi

Bégúru

Anavéri

Saniyanikudimige

District	Talook.	H O B L I .	Village in which School is established.	School Panchayet.	Remarks.
Chittoor District.	CHIKKAWAGALURU	...	Mattavara ...	...	Shánbhóg Ashwathia, Potail Channé-gowda.
		Hirinagaluru...	...	...	Potail Chelvia, Shánbhóg Venkatappa.
		Sakrépatna ...	...	...	...
		Kalasáputra ...	...	...	Potail Naranappa, Shánbhóg Sankarappa.
		Majaluru ...	...	...	Potail Doddégowda, Shánbhóg Subba Rao.
	KADOOR	Lakki ...	...	...	Potail Mallégowda, Shánbhóg Timmannia.
		Naranapura ...	...	...	Potail Basavegowda, Shánbhóg Venkataramania.
		Patnagere , ...	...	...	...
	WASTARA	Kadagabád ...	...	...	...
		Adavalli ...	...	...	...
Chittoor Dt.	CHITULDEOOG	Chituldroog ...	...	...	...
		Chitrahall ...	...	...	...
	DAVANAGERE	Siddavanahalli	Gudatha Rangapanahalli	...	...
		Bharvasagara	Godabanahálu	...	...
		Jajuru ...	Siddavanahalli	...	...
		Begúru ...	Mayikonda	...	...
		Hosakoté ...	Jajuru	...	...
		Mugadabetta	Begúru	...	...
		...	Hosakoté	...	...
		...	Arnikere	...	...

## FEMALE SCHOOLS.

118. This school which is now a little more than 8 months old has made an encouraging commencement. **Bangalore.** There are 48 names on the rolls, and the progress has been very creditable. I found 38 little girls present, of ages varying from 5 to 10. The elegance and profusion of valuable jewellery that adorned the majority of the little pupils indicated the affluence of their parents. Brahmanís far outnumber the other castes. The Kómaties have two representatives, the Lingayets two, and there are two other little girls also belonging to the merchant class.

119. In conducting the examination, all proceedings calculated to create timidity were carefully avoided, and any tendency to shyness betrayed at the commencement, soon gave way to curiosity and an ambition to deserve distinction. It was gratifying to find that some of the girls had received instruction at home previous to their admission into the school. The intelligence displayed by many very little creatures indicated not merely natural ability but mental culture, a pleasing contradiction to the supposed neglect of female education in Hindu homes.

120. The course pursued by the 4 girls of the highest class approximated to that laid down for the third class of a talook school. Several *padas* were repeated from memory, and portions of prose and verse were read and explained very readily. In arithmetic, both mental and written, they cannot compete with boys of the same grade, but their knowledge of the map of India was very fair.

121. Of the 40 girls present at the examination, 5 knew all the letters and figures used in Canarese and **Chintamani.** Telugu, and could spell easy words. Of the others many were only able to write a few of the Canarese letters.

122. The teacher is assisted by a Brahmaní whose nominal duty consists in attending the young girls to and from their houses, but I understand she is principally employed in assisting as a teacher. She is able to read fluently, and is skilful in tambourwork and embroidery.

123. According to the register there are 80 pupils, but only 15 presented themselves at the examination. Of these six were acquainted with most of the letters of the Canarese alphabet, and two could write down the figures from 1 to 9. The school has been too short a time in existence to warrant the expression of any opinion as to its probable success. Under judicious management the present small beginning may grow in importance.

Shrinivāspura.

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## NORMAL SCHOOLS.

### NORMAL SCHOOL, BANGALORE.

#### *For the training of District and Talook Masters.*

124. From the results of the examination it is apparent that, though the general progress has been good, yet much work remains untouched that must be performed before the students can, with credit to the normal school, or advantage to the department, be placed in charge of vernacular schools. The language lessons have evidently been well studied, the paraphrasing in three of the papers were good. The text book on grammar needs attention as only two candidates were correct in the exercise in parsing. The spelling was more in accordance with common usage than with grammar. The answers to the history paper were well expressed and full. In arithmetic the failure was general. All the papers betrayed absence of order in stating sums, and great slovenliness in working them out. The general deficiency in this subject demands special attention.

125. A more recent report is as follows :—Twelve out of thirteen competitors succeeded in gaining one-third of the total number of marks, and will receive teachers' certificates. The amount of work performed falls short of the course laid down, but is as much as could reasonably be expected within the time allowed.

126. On a previous occasion I remarked upon the general deficiency of the class in arithmetic. Considerable progress has since been made, but the answer papers still betray serious defects. Several astonishing

inaccuracies in notation are inexcusable. The English figures are not well formed, and the operations, though generally correct, lack clearness and conciseness. The language papers, though many of them are not free from examples of bad spelling, generally deserve commendation. The handwriting of almost all the papers is, I am obliged to state, very bad.

## NORMAL SCHOOLS

### FOR THE TRAINING OF HOBLI PANTOJIS.

#### NANDIDROOG DIVISION.

127. Forty eight candidates were assembled in the Government school building, and of these all but one were  
 Kolár. masters of Canarese or Telugu private schools within the Kolár District. A few elderly men were present, but the majority were young or middle aged. By removing the names of those admitted only a few days previous to the examination, we have 37 as the number of actual competitors, of whom 19 are qualified for appointments. The attainments of the majority will enable them to teach their pupils to read and write in Canarese and Telugu, and the elements of arithmetic as far as simple proportion. About half a dozen appear to possess a rudimentary acquaintance with Sanskrit, and four of this number lay claim to a more profound knowledge of the language.

128. It is too much to expect that a few months training will revolutionize the opinions of so conservative a body as Hindu village schoolmasters. A large proportion of the answers during the *viva voce* examination plainly indicated that European ideas of school management were not regarded as practicable in hóbli schools; and European notions on geography created unfeigned contempt. One examinee condescended to give the definition of an ocean as stated in his text book, but firmly repudiated the existence of any but the seven oceans sanctioned by the shásters.

129. The task of training a class of 40 or 50 school masters requires a combination of experience, tact, and personal influence that is

possessed by few of the men comprising the teaching staff of the Canarese department. In the case of the training school under report, the poetry lessons had been read over apparently without eliciting an appreciation of the figures used, and without touching on such preliminary processes as the laws of rhyme, the composition of feet, &c.,—an omission which appears stranger from the fact that a tolerably full explanation of these subjects is given in the introductory part of the text book. All those students, however, who had previously paid any attention to Sanskrit, were to some extent familiar with these points. The tuition in arithmetic had evidently included little or nothing of theory. Problems were worked out according to old and clumsy Hindu methods. But I observed that the papers were generally written very neatly. The number and character of the students undoubtedly made the training masters' task no easy one, and the novelty of the work should also be borne in mind.

After the foregoing remarks, it will not be necessary for me to point out how much will rest upon the vigilance of the native inspectors in the endeavour to keep the newly established schools from relapsing into their old condition, and gradually to raise the existing standard. In two months more I anticipate the probability of passing a larger number than have now qualified themselves for certificates.

130. Of the 24 candidates for examination, one passed creditably, and five others tolerably well, making a total of six school masters available for service.

Toomkoor. The large number of failures is simply the result of admitting hopelessly incompetent men, many of whom, I am disposed to believe, have very slender claims to be entitled school masters. There is clearly a necessity for modifying the existing system of admitting candidates. An entrance examination, and permission to receive suitable young men who may not have schools of their own, should enter into the revised scheme for the future supply of qualified hōbī school masters.

131. The lessons on teaching and school management have been either neglected or imparted in a very imperfect manner. The geographical knowledge displayed by the class was also poor. In both subjects better results might have been reasonably expected.



## ASHTAGRAM DIVISION.

132. The examination was conducted by means of written papers on language and arithmetic, other subjects *viva voce*, and 13 competitors passed the test.

**Mysore.**

Eight of the candidates sent up language papers that indicated various degrees of acquaintance with Sanskrit. Of the three most advanced in arithmetic, one understands double proportion, cubic measure, and vulgar fractions, the other two have gone as far as simple proportion, but the majority have not got beyond compound division, and a very simple problem involving the use of two or more operations is too much for them. The progress made in geography has exceeded my expectations; and considerable intelligence was displayed in the answers to questions on school management.

133. Although the general proficiency of the school falls short of the expectations I had formed of it, I am satisfied that the training master has been careful and diligent in the performance of his duty. It is clear that a large proportion of the men under training are not fair specimens of the teachers to be met with in the indigenous schools of the Mysore District, and some means should be devised for securing a better selection in future.

134. Out of the 22 masters who offered themselves for examination 14 are qualified for employment. In general attainments I consider the Hassan passed candidates are superior to those of Kolár and

**Hassan.**

**Mysore.** The curriculum of the Kolár School embraced more subjects of study than the other two schools under review, and in both Kolár and Mysore there was a sprinkling of masters more or less acquainted with Sanskrit, that I have not observed here. But a glance at the tabular report will shew that in the Hassan school there are fewer cases of candidates who have passed in one subject, utterly failing in some other equally important. Three of the successful examinees came short in arithmetic, and have been passed in consideration of excellence in some other particular, but their numbers for arithmetic are higher than those gained by a large majority at Mysore.

135. The masters whose names are entered in the report as passed have a fair knowledge of modern Canarese, arithmetic as far as

double proportion, and the outlines of general geography. The last named subject would have been studied more intelligently, if a terrestrial globe had been available for use. Two-thirds of the class were unable to give a satisfactory proof of the earth's rotundity, yet their acquaintance with the principal physical and political points of the eastern hemisphere was very creditable.

136. The system of school management recommended to these village masters is so entirely novel, and so utterly at variance with their established opinion, that its adoption will depend for some time to come on the tact and vigilance of the inspecting officers.

137. In conclusion I beg to record my favorable opinion of the manner in which the training master has performed his duty. The office requires experience, teaching ability, and good judgment.

#### NAGAR DIVISION.

138. I may remark at the commencement that the establishment and conduct of this school appear to have been left almost entirely to the discretion of the training master, as through ill health the Head Master of the anglo vernacular school has been unable to give that supervision which has been accorded to similar training schools in other districts. The training master is a good Canarese scholar and a clever teacher, with abundance of energy, but a deficiency of the *suaviter in modo* which, I fear, has contributed in some degree to the exclusion of the better class of school masters.

139. Of a total of 33 men, 23 came forward for examination. The non-attendance of the absentees was not very satisfactorily accounted for. My impression is that in some cases the withdrawals were the result of private pique, the cause of which should have been avoided. The 23 candidates under training have proved the most unfortunate selection it has yet been my duty to examine, as I have failed to discover in a single one either the attainments or aptitude necessary for a teacher even of the most elementary village school.

140. When the questions on language were placed before them, the whole class laid down their pens and proposed to retire at once. After

being urged to select some of the easier questions to which their attention was directed, a few attempts were made, but the examination on this subject was a failure. The written examination on arithmetic terminated in an equally unsatisfactory manner.

141. I proceeded to examine *viva voce* on these subjects with little better results. In the geography of India their knowledge was slightly better; most of the principal political divisions, mountains, rivers, and many important towns were pointed out on the map: of general geography, they know very little indeed. The shape of the earth proved as usual a confusing topic, but all agreed that the sun moved round it, and the training master himself seemed surprised at my differing from that opinion.

142. The master examined in school management. Answers to all his questions had been learned by rote and were repeated with great fluency; but from the replies to questions introduced by me at intervals, it was clear that the subject was very imperfectly comprehended. About a dozen of the candidates in rotation were directed to give a lesson to a class of little boys, but the proceeding appeared only to embarrass the performers. The training master urged that the men knew nothing on their admission, but attributes their failure in a great measure to the terror inspired by my presence, which he assured me in his own case, "drove all the blood from his face," and that the masters broke out in so violent a perspiration that "torrents were running down their backs during the whole examination." To accept the extremely unsatisfactory standard of the school under report, would prove very damaging to educational progress in many ways. Yet I beg to suggest the expediency of allowing five men to be appointed as masters. I am induced to make this suggestion from a conviction that a wholesale rejection of the examinees, would destroy the confidence of other and more suitable candidates yet to be enrolled, and would prove a greater evil than the introduction of a few incompetent men, who may be induced to take steps for their own improvement. I may remark, however, that notwithstanding the training master's undoubted ability as a teacher, his removal appears to me absolutely necessary to future success in the Shimoga District.

143. The standard of general attainments in this school is lower

than in those of the Ashtagram Division.

Chikkamagalúru.

The amount of work done is less, and it has been done imperfectly. I attribute this principally to the character of the students themselves, who as a class appear slower of apprehension and less desirous of improvement than any examinees I have yet come in contact with.

144. In language, several acquitted themselves fairly, and one man did very well. In arithmetic none clearly understand proportion, but most who have passed are acquainted with the operations of multiplication and division, and can apply them to the calculation of Indian money. In geography the map of India has been studied. The shape of the earth was allowed by a few to resemble that of an orange as given in the text book, but it was still regarded as an open question by the majority; and the earth's distance from the sun was stated to be about a lac of *yójanás*. One young man ventured an opinion which was far from correct as to the cause of lunar eclipses. The class had evidently been warned by the training master against the theory regarding the serpent *rahu*, and it was reluctantly relinquished as offensive to English educationalists. The progress in school management was perhaps the least satisfactory. Not one new idea appeared to have been intelligently accepted.

145. I consider ten candidates to have passed out of 14. Two on the list were formerly in the anglo vernacular school, but do not appear to have gained much advantage. One of them struck me as particularly dull of apprehension, and indisposed to any mental exertion. The Sub-Deputy Inspector appointed to this district will find it necessary to perform in a great measure the duty of a training master. The candidate who gained the highest mark in Canarese, has evidently used such opportunities as he had for improvement in language and literature. I am told his mother has considerable poetic talent. The next to him boasts of belonging to a family who for several generations have had a local reputation as poets. These two appeared to me to exhibit some ability and disposition to learn.

146. The register bears the names of only 9 students, and one of them was prevented by illness from appearing

Chituldroog.

with the rest, leaving 8 candidates for exami-

nation. It affords me pleasure to remark that these passed very creditably. I was particularly gratified with the readiness exhibited during the *riva voce* examination, and the evident aptitude for teaching possessed by two of the examinees. With the help of the school register, an ink-stand, and a piece of chalk, the diurnal and annual revolutions of the earth, the cause of lunar and solar eclipses, and similar subjects were explained and illustrated before a class of little boys in a very spirited manner. The replies to questions on physical geography indicated the intelligence and diligence of both teacher and students. Three of the candidates got rather low numbers in the written examination on Canarese. The training master explained this failure by the statement that they were Telugu not Canarese men. At my desire he examined all the candidates in that language and satisfied me that their knowledge of it was in most cases fair, and in one case good.

147. That the number of indigenous school masters in this district who have responded to the notice regarding the hóbli scheme should have been so small, is to be regretted. The following reasons were suggested to me as tending to the paucity of candidates: 1st, an imperfect acquaintance with the intention of Government. 2nd, the independent position of many of the village school masters. 3rd, the alleged inadequacy of the remuneration offered. 4th, a hesitation regarding personal ability to pass the required test. My own impression is that the demand for education among the laboring classes of this and of Shimoga District, is lower than in most other parts of the province.

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## ENGINEERING SCHOOL, BANGALORE.

### *Head Master's Report.*

148. Out of the 31 students attending the school, 9 were selected as candidates to be examined for assistant overseers' certificates, and 6 out of the 9 have been successful. Since the last annual examination I have raised the test by adding algebra and hydraulics to the number of subjects that were read in the school. It would be advisable to raise the standard still more by introducing plane trigono-

Assistant Overseers.

metry and theodolite surveying. But in order to effect this improvement it would be necessary to appoint another assistant as mathematical master.

149. The candidates were examined in the following subjects, viz.,  
 Annual Examination.      arithmetic, algebra, geometry, mensuration,  
    hydraulics, levelling, irrigation works, drawing,  
    surveying roads and bridges, estimating materials and construction. Papers on the first eight of these subjects were obligingly set by the gentlemen whose names are given below. Most of the reports are satisfactory. Colonel Wilkieson, however, remarks that he is not satisfied with the results in irrigation works. Considering that the successful candidates are only qualified for assistant overseers' certificates, and that they have but slender means of gaining a practical knowledge of the subject, 51 per cent of the maximum number of marks may be taken as a passable result.

150. For the future in order to secure more satisfactory results  
 Workshops.                      in the Engineering subjects, I would recommend that workshops be erected, provided with tools and materials, so that the students might be instructed in carpentry and the use of simple machinery. To compensate for the outlay such an improvement would occasion, a maistry with a few competent workmen might be employed for the purpose of making up all the furniture and fittings required by the Educational Department.

#### *Reports of Examiners.*

151. Captain W. H. Edgcome, R. E., Principal of the Civil Engineering College, Madras, says :—The  
 Hydraulics.                      results on the whole are very creditable, the average marks of the class being 47·4 per cent. T. Muneswami has particularly distinguished himself by gaining 133 marks out of 150. Ramasawmy Pillé and Durgia Pillé having each obtained 95 marks, and Duckworth and Phillips 89 and 83 respectively, also deserve special mention. King sent up a fair paper, but with the last three on the list I am disappointed. The subject, however, is rather a difficult one, and as I have before said I consider the results are on the whole decidedly satisfactory, and that they indicate a careful teaching of the subject.

152. Mr. R. C. Dobbs, C. E., Executive Engineer, Hassan, reports:—

Levelling.

T. Munisawmy's paper is particularly good ; he appears to have acquired a thorough practical knowledge of the subject. King's and Ponnasawmy's answers are also very creditable, and so equal that I had some difficulty in deciding which was best. Phillip's paper is good, and it is probable he would have gained more marks had he been a little more careful. The other papers do not call for any special remarks.

153. Colonel C. V. Wilkieson, B. E., offg. Chief Engineer, says :—

Irrigation Works.

I am not satisfied with this subject, nearly all the candidates appear to know the formulæ and the way to work them, but are woefully deficient in any subject that is not actually in the text book, and even in the application of the rules to the subject. Not a single one of the students appears, for instance, to know how to draw so simple a work as a head sluice. The answers to "what is an anicut?" were most meagre and vague. The number of marks I have given are much above the average, but nothing can be deduced from that, as I was not the examiner last year.

154. Captain W. H. Campbell, Executive Engineer, Bangalore, says:—

Drawing from specification.

I have found it very difficult to apportion the marks. There is a good deal of careless plotting and inattention to the specification in all but Vigor's plan, and his too is incomplete, though the best. Several of the students have paid no attention to the dimensions laid down for the arch making, the span  $10\frac{1}{2}$  and  $10\frac{1}{2}$  feet and the rise  $3\frac{1}{2}$ , throwing out necessarily the remainder of the superstructure as regards its height. Although too I have given the lengths of the foundation and superstructure of the abutment and wings, hardly any have plotted them correctly, and most have omitted to enter the lengths, so that I cannot decide if the errors are the result of careless plotting or inattention to the specification.

155. Mr. J. Lacey, B. L., reports as follows :—The students have

Arithmetic.

done on the whole very well indeed in this subject, gaining on an average 58 per cent of the maximum number of marks. T. Muni-

M

sawmy had the most allotted to him, viz., 135 marks out of a maximum of 150, and next to him Duckworth was allotted 117. The lowest number of marks allowed was 53 being over one-third of the maximum, shewing that pains have not been spared in grounding the students, of whom there are nine in arithmetic.

156. In this subject the students have done better than in arithmetic. Two of them Munisawmy and Duckworth had full marks (100) allotted to each. The average was 63½ per cent all round. The paper set them was perhaps somewhat easy, but for all that they appear to be well up in this subject.

157. The students did not do so well in this subject. The results were however satisfactory, the lowest number of marks allotted being 32 out of 100. Ponnasawmy Pillé had the most, viz., 85, and P. Joseph stood next, having received 71.

158. Colonel Wilkieson, R. E., says :—Several of the papers are creditable, more particularly that of Munisawmy who has very nearly got the full numbers.

### JAIL SCHOOLS.

159. The number of adults under instruction is 700. They are all being taught to read Canarese, but none have as yet advanced beyond the alphabet. In every ward there are several classes containing each about 20 men. They sit close behind one another single file in two lines, facing a card placed at the head of the column. On this card are written in a large character the letters of the alphabet, which as one man reads, all the rest repeat after him in chorus. From their not being allowed to speak at other times, this exercise seems to be an agreeable relief to the prisoners. The most advanced of the men have mastered the alphabet, and will shortly begin to learn words. It is proposed also to teach them to write and cipher. Those who have long terms of imprisonment before them may be expected to make considerable progress before they leave, notwithstanding the advanced age at which they have begun.



160. In the reformatory there are 15 boys divided into 4 classes.

The head boy could read and explain stories  
 Juvenile Reformatory. in the third book, and write correctly to dic-

tation. He knew arithmetic as far as multiplication by 12, and pointed out the principal places on the map of India. A more advanced pupil had lately obtained his discharge. There is great disparity in the abilities of the pupils according to the race or caste to which they belong. One boy is a Lambádi. He has some difficulty in pronouncing Canarese; but in the three years now before him he may learn to read fluently. Another boy is a Mahomedan, and has formerly learned a little English. Another, the son of a horse-keeper, also knows a few words. Besides their Canarese studies the boys have the care of a flower garden, and take much interest in this employment. The school master seems well qualified for his place, and must have taken considerable pains to produce the results already apparent. In the adult classes I would recommend the introduction of printed cards of the alphabet in place of those now used, which are somewhat roughly executed. Printed cards of the same kind containing words and sentences might be provided for those who have got over the alphabet. This would be a better plan than giving the men books, as a large number could be taught at once, and the use of the simultaneous method, which seems natural to the natives of this country, might be continued in these higher classes. For teaching calculation I would suggest that ball frames should be employed. These consist of colored balls, like small marbles, strung on wires in a frame. By shifting the balls in various directions, addition and subtraction, with other exercises according to the ingenuity of the master, may be taught in an attractive way and to a large number at one time.

161. In the reformatory some object lessons might be given to the boys, and they might commit to memory and chant verses on moral duties, &c.

162. Extract from a subsequent report:—I am informed that very rarely has a prisoner admitted for the first time been found able to read. Of the various castes the weavers are said to make the best progress, and the Lambádies to shew the least capacity. No provision is made for the tuition of female prisoners.

## APPENDIX II.

## GRANT-IN-AID SCHOOLS.

## I. SCHOOLS OF THE HIGHER CLASS.

<i>English.</i>			
Bishop Cotton's School	...	...	Bangalore.
St. Andrew's School	...	...	"
<i>Anglo Vernacular.</i>			
London Mission Institution	...	...	"
Native Educational Institution...	...	...	"
Wesleyan Mission Institution	...	...	"

## 2. SCHOOLS OF THE MIDDLE CLASS.

<i>English.</i>			
Cantonment Orphanage	...	...	Bangalore.
Ordnance School	...	...	"
St. John's District School	...	...	"
<i>Anglo Vernacular.</i>			
London Mission Cantonment School	...	...	"
Do. " Aláúsr			"
St. Joseph's Catholic Seminary.	...	...	"
St. Mary's " " "	...	...	"
St. Patrick's " " "	...	...	"

## 3. SCHOOLS OF THE LOWER CLASS.

<i>English.</i>			
St. Marks Ragged School	...	...	Bangalore.

*Anglo Vernacular.*

Blackpalli Catholic School	...	...	Bangalore.
Mysore " "	...	...	Mysore.
Madrasa Mahammadia	...	...	Bangalore.

*Canarese.*

Chetanhalji Branch School	...	...	Singapura.
Kalasa School	...	...	Kalasa.
Shethalji Catholic School	...	...	Shethalji.

*Tamil and Telugu.*

Blackpalli Tamil School	...	...	Bangalore.
Gun Troop Tamil School	...	...	"
Sadar Véda Siddanta Sabha Seminaries	...	...	"

*Sanskrit.*

Chintamani Sanskrit and Telugu School	...	...	Chintamani.
Mélkóta Sanskrit and Canarese.	...	...	Mélkóta.

*Hindustani.*

Commissariat School	...	...	Bangalore.
Clósepété Hindustani School	...	...	Clósepété.
Chennagiri " "	...	...	Chennagiri.
Dodda Balláputra " "	...	...	Dodda Balláputra.
Hasan ul Madrasa	...	...	Hasan.
Honnáji Hindustani School	...	...	Honnáji.
Kunigallu " "	...	...	Kunigallu.
Madrasa Ahmedia	...	...	Sriniváspura.
" Bowring	...	...	Mysore.
" Ibrahim	...	...	Echinpalji
" Islamia	...	...	Bangalore.
" Islamia	...	...	Chintamani.
" Kudusi	...	...	Bangalore.
" Mufid ul Anam	...	...	"
" Mahammadia	...	...	Chennapatna.
" "	...	...	French Rocks.
" Sultani	...	...	Bangalore.
" "	...	...	Hupásúru.
Rannur Hindustani School	...	...	Rannur.
Shimoga " "	...	...	Shimoga.
Tyamagondal " "	...	...	Tyamagondal.

## 4. FEMALE SCHOOLS.

<i>English.</i>		
Bishop Cotton's School	...	Bangalore.
St. John's Girls' School	...	"
" Infants' "	...	"
Wesleyan Mission School	...	"
<i>Anglo Vernacular.</i>		
Convent of the Good Shepherd	...	Bangalore.
London Mission Boarding School	...	"
Wesleyan Mission Orphan School	...	"
<i>Canarese.</i>		
London Mission Arlépété School	...	Bangalore.
" " Balépété	...	"
" " Cubbonpété	...	"
" " Hosapété	...	"
" " Kurubarapété School	...	"
" " Yelemondanahalli School	...	"
" " Branch School	...	Anekallu.
" " " "	...	"
Shethalli Catholic School	...	Shethalli.
Shimoga Hindu School	...	Shimoga.
Wesleyan Mission Day School...	...	Bangalore.
" " Fort School	...	Mysore.
" " Mandi Street School	...	"
" " Srirampété School	...	"
" " Boarding School	...	Toomkoor.
" " Day School	...	"
<i>Tamil.</i>		
Alasúr Caste Girls' School	...	Bangalore.
Blackpalli Catholic School	...	"
Hindu Female School	...	"
Mysore Catholic School	...	Mysore.
<i>Hindustani.</i>		
Mahomedan Female School	...	Bangalore.

## SCHOOLS OF THE HIGHER CLASS.

## ENGLISH SCHOOLS.

1. The following statement is compiled from the private annual examination reports of the school, no official inspection having been made during the year:—  
St. Andrew's School, Bangalore.

*English.*—Mr. J. Lacey, B. L., considers the results on the whole satisfactory. The single student in the F. A. class gained 75 out of a maximum of 100 marks assigned to questions on Wordsworth's *Excursion*. Of the three boys in the Matriculation class, two did well obtaining 65 and 55 marks respectively out of 100. The junior classes were examined *viva voce* and did well on the whole.

2. *Latin.*—The Rev. J. Hudson, B. A., who examined the F. A. class in Horace, the Matriculation class in Virgil, and two lower classes orally in Henry's First Book and the *Delectus*, says:—"I have much pleasure in expressing my satisfaction with the results of the examination generally. The only exception is in the case of the class mentioned (the Matriculation class). Pains has evidently been taken in the instruction."

3. *Arithmetic and Algebra.*—The Rev. J. H. Walton writes:—"Regarding the marks as a criterion I consider the results very satisfactory indeed, reflecting great credit both on the masters and the diligence of the scholars. The average in algebra is considerably lower than in the other subject. This is to be accounted for perhaps by the nature of the questions I gave them, many of which required the intelligent use of algebraical formulæ. I would suggest that the attention of the boys should be particularly invited to this part of the subject."

4. *Euclid.*—Captain W. H. Campbell says:—"That in the senior class the answers on the first 3 books were very creditable, but those on the 4th book not so good. The junior classes shewed that they were being well grounded in the 1st book."

5. *History and Geography.*—The Rev. G. Hall, B. A., examined:—"The Matriculation class shewed a very good knowledge of the History of India to Warren Hastings, and of England to Richard II. The first and second classes gave ready and correct answers on other periods."

Very accurate answers were returned by the Matriculation class on the geography of Asia and America, and the maps drawn by one boy were commended for their neatness and correctness. The first class passed an "excellent" and the second a "very satisfactory" examination. As a whole the results in geography are pronounced highly creditable both to teachers and pupils.

### ANGLO VERNACULAR SCHOOLS.

6. The inspection now reported on is the first that has been made since the sanction of a Government grant. There are in the principal institution 152 pupils. Of these, 4 are preparing for the First Arts examination, 22 are intending candidates for Matriculation, and the remainder form a gradation of six classes. The scale of fees is as follows : one rupee for the F. A. and Matriculation classes, 8 annas for classes I and II, 6 annas for the two next grades, and 4 annas for the two last. The Rev. B. Rice and the Rev. J. H. Walton are assisted in teaching by 8 native masters and a Canarese munshi.

7. By means of written papers I examined the Matriculation class in English, Canarese, and mathematics. Eleven of the examinees succeeded in gaining one-third of the total number of marks assigned to the three subjects. Taking each subject separately and allowing one-third of the marks as the minimum for a pass, ten candidates obtained a satisfactory quota in English, seven in Canarese and seventeen in mathematics. Out of 22 competitors the number who sent up answers to the different papers was as follows : to the English paper 17, Canarese 15, and mathematics 17. Several of the English answer papers that indicated careful study were not well written. The examples in arithmetic and algebra were generally very clearly expressed. In mathematics this class decidedly excelled, but signally failed in their vernacular paper.

8. Those subjects in which class I were examined were well understood. Some of the succeeding classes, however, are in need of more vigilant supervision. Special attention might be advantageously directed to the mode of teaching geometry in class II, and arithmetic in classes V and VI. The present plan of lessons provides a progres-

sive course of study which will be complete when class I is supplied with a suitable text book of English prose and poetry.

9. The number of registered scholars has increased since the last examination from 299 to 327. Of these 270 were present at the time of inspection.

Native Educational Institution, Bangalore.

The Principal, the Rev. J. Hudson, B. A., is assisted by 2 European and 9 native masters. Further assistance is rendered by 2 pupil teachers. The upper school comprehends 4 classes, the 2 higher consist of candidates for the Matriculation and First Arts examinations. I examined the Matriculation class by means of written papers in English, mathematics, and Canarese. Out of 28 scholars, 14 answered the English paper, 18 the mathematical, and 18 the Canarese. One-third of the total number of marks was gained by ten of the competitors. The mathematical paper was better answered than the language papers. Classes I and II of the upper school are both large, and considerable disparity of attainment is apparent. Whilst the leading pupils did well, the lower sections of both classes answered only a very small proportion of my questions correctly. The exercises in algebra were very well done. The condition of the lower school was satisfactory.

10. The suggestions made in the last report regarding an entire revision of the course of studies, and the introduction of instruction in the vernacular, appear to have been acted upon; but a suitable gradation of English reading books for the classes comprising the lower school has been overlooked. The third book at present in use is too difficult. The school has emerged from its transition state and is in vigorous operation; but the large number of pupils in most of the higher classes, whose promotion has been premature, seems a weak point in its constitution.

11. Of 175 boys whose names are on the register, 136 were present at the time of examination. The Rev. T. G. Sykes, B. A., the Principal of the institution, has a staff of one European and five native masters.

Wesleyan Mission Institution, Mysore.

12. Four out of seven candidates passed last year's Matriculation test. These have since been taken through the course prescribed for the First Examination in Arts. I set a question paper for this class in English literature and composition. Answer papers on other subjects

to questions set by the Principal during a course of examination which had just terminated were shewn to me. They afford fair grounds for anticipating success in the approaching University test. Seven pupils who are candidates for Matriculation were examined in English literature, grammar and composition and in mathematics. The answer papers of this class both in English and mathematics were well expressed and neatly written. Of the 7 examinees, 6 gained upwards of one-half of the total number of marks, and the seventh obtained above one-third. The first class may be considered a division of the former, as both have gone over almost the same ground together. The entire work of tuition in the three classes falls upon the Principal.

13. Class II calls for special remark. The amount of work brought up for examination was small and imperfectly prepared. The average daily attendance according to the register does not exceed one-third of the class. I learned that the health of the teacher had been failing for several months past. His feeble appearance struck me on entering his class room, and as I was proceeding with the examination he was suddenly seized with a fit and had to be removed. From the nature of his complaint I should consider the exertion of teaching not unlikely to endanger his life. To conduct the class with any degree of efficiency under the circumstances is manifestly hopeless. For the sake both of the teacher and the pupils, the case calls for the consideration and action of the Principal.

14. The disproportionate amount of work devolving upon the head of the institution as indicated above, and the prolonged illness of the first assistant, have naturally affected the status of the lower classes. They all betray defective tuition, and have decidedly retrograded since the last inspection. The importance of keeping up the standard of the lower classes needs no remark.

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## SCHOOLS OF THE MIDDLE CLASS.

### ENGLISH SCHOOLS.

15. At the last inspection there were 29 inmates, namely, 21 girls and 8 boys. There are now 28 girls and 14 boys, making a total of



Cantonment Orphanage,  
Bangalore.

42 boarders. The tidy condition of the premises, and the cheerful aspect of the enclosed garden, as well as the neat and healthy appearance of the children, indicate careful and judicious superintendence. The accommodation for bathing, sleeping, dining, &c., is also satisfactory.

16. The direct charge and tuition of the pupils fall upon the master, a European, formerly an army school-master, and his wife who holds the post of matron. The usefulness of the institution might be considerably extended by a slight increase in the teaching staff and the admission of day scholars whose friends could pay a small monthly fee. The master at present is assisted in the school by one of the elder girls. In the school work for the past year, a fair degree of progress is apparent.

17. The girls, two at a time in rotation, assist in cooking. All the girls are instructed in making their own and the boys' clothes, and in various domestic duties. The specimens of sewing shewn to me appeared very substantial.

To provide for the admission of boys, and to avoid the monthly expenditure for rent, it is in contemplation to build or purchase another house. Of the boys now in the orphanage all are under 9 years of age.

18. The result of the examination has been generally fair. But there are several subjects of school instruction that require more careful treatment by the teacher, and slower progress on the part of the children, as they are very young. (1.) The Old Testament lesson was very imperfectly understood by the children of the highest class, the meanings of difficult words and phrases appeared to have been completely forgotten. (2.) Their writing was generally fair also, but want of instruction in the principles is absolutely needed. The head lines are some of them very absurd: "Can I be there by candle light? Yes, and back again," being one that I particularly noticed. (3.) The younger children (or as I would call it the infant school) were reading words of three or four letters, but with very few exceptions they had not learned the alphabet. I would direct the attention of the teacher to the untidy manner in which several of the children were allowed to attend

school, whose parents were well off, and who ought to be ashamed to allow them to come to school in such a state.

19. The result of the examination has been generally satisfactory.

St. John's District School,  
Bangalore.

The reading lesson, however, appears to have been irregularly taught during the past year, as sometimes a history had been used for this purpose, and sometimes a reading book ; want of a sufficient supply of books has been I believe the cause of this : but I am happy to report that this want no longer exists, as a good supply has been obtained at the beginning of this year. Instruction in the principles of writing is much needed, as a great deal of valuable time is lost before the eye becomes educated by practice alone to the proper slope and proportion of the several parts of letters to each other.

20. I would recommend a re-consideration of the subjects taught in this school. The children are entirely of the working class, and as such, compelling them to learn subjects of instruction that may be classed as ornamental, is a great drawback to their thoroughly learning the essentials. For instance, much time is given to algebra and geometry, which would be much more profitably employed on language or arithmetic. By learning algebra so early, the educational value of arithmetic is almost neutralized. Geometry might be retained, but only a small proportion of the school time should be given to it, and it ought to be confined to a knowledge of form and some simple work like that of the Irish school series.

#### ANGLO VERNACULAR SCHOOLS.

21. The Cantonment branch of the London Mission Institution

London Mission Cantonment  
School, Bangalore.

is conducted in a commodious building in the general bazár. The number on the rolls is 116. These form 6 classes under as many masters. The fees correspond with the scale laid down for the 6 classes of the principal institution that rank below the Matriculation class. The standard of each of the 6 classes nearly corresponds with the same grade of class in the principal school, except in the vernacular. This school is almost entirely attended by Tamil speaking boys ; but Canarese, being the language of the province, is studied in preference to any other vernacular.

22. The Head Master had evidently taken considerable pains with the lessons on English grammar and analysis, but the nicer details of Morell were not thoroughly comprehended. Algebra as far as division had been well taught. The answers to questions on English history, though not very well expressed, indicated a fair knowledge of the portions selected for examination. Class II acquitted themselves well. Classes III and IV failed in arithmetic. The studies of the two remaining classes were very elementary : a fair degree of proficiency was apparent.

23. The Alasur branch is not equal to the foregoing in number or attainments, but the manner in which it is conducted impressed me favorably. I understand that it has not been possible to give the same amount of supervision to this school that the others have received, the more honor therefore is due to the Head Master. I would point out, however, the necessity of adopting a better mode of teaching geography in class III. The names of places mentioned in the text book have been committed to memory, but no pains taken to acquire a knowledge of their position on the map.

London Mission Alasur  
School, Bangalore.

24. The English school contains about 78 pupils, of whom 49 are boarders, and of the latter 40 are orphans ; the remainder are supported by their parents or friends. The education of these children is carried on under the superintendence of the Rev. Father Clemot, M. A., assisted by four gentlemen of the association of Christian Brothers. A class has been formed this year to prepare for the forthcoming Matriculation examination, the optional language selected being Latin.

St. Joseph's Catholic Se-  
minary, Bangalore.

25. In the Canarese school there are 30 pupils, of whom 28 are boarders. The students of the first and second classes are studying for the ministry, and the remainder are learning English, Canarese, and Latin. Canarese is the medium through which they receive their instruction. These children are comfortably clothed and fed, and their dormitories are clean and tidy.

St. Mary's Catholic Semi-  
nary, Bangalore.

26. A large library is attached to the school, which supplies the children and people residing in the neighbourhood with books of in-

struction or amusement. There is also a printing press under the superintendence of the Rev. Father Bouteloups, which supplies the schools with such books as cannot be procured elsewhere. A French work on medicine was being carried through the press during the time of my visit. It is intended for the use of the priests and missionaries belonging to the Catholic Mission in India.

27. The number of children attending this school is 84, the greater part being natives. The first class did well, the second fairly. But the methods employed in the third are not the best calculated for the class of children attending it. Slates for writing and large cards for reading are very much needed, as it is impossible to keep a number of young children employed where they are taught on the individual method.

St. Patrick's Catholic Seminary, Bangalore.

## SCHOOLS OF THE LOWER CLASS.

### ENGLISH SCHOOL.

28. The numbers at present are 28 girls and 17 boys, the total being lower by 7 than it was at the last examination. The pupils evidently belong to a very neglected class, and with two or three exceptions appeared lacking in intelligence. The simplest questions connected with their reading lessons were barely comprehended; the attempts at answering were extremely few. The supply of school books is still deficient.

St. Mark's Ragged School, Bangalore.

### ANGLO VERNACULAR SCHOOLS.

29. In the English department there are 90 boys, who are taught English, Canarese, and Tamil, the latter being the medium of instruction. In the Tamil school there are 60 children, who are entirely engaged in learning this vernacular. There is also a girls' school in the compound, where needle work is taught, as well as reading, arithmetic, and writing. In addition to these schools there are three others at-

Blackpalli Catholic Seminary, Bangalore.

tached, one in Simoncherry, another in Shoolay, and a third in Alasur, numbering altogether about 70 children.

30. The scheme of education laid down for these schools is a very good one, everything but language being taught through the medium of the childrens' mother-tongue. A want of maps and means of teaching concrete numbers are the only deficiencies I noticed. The schools are doing an immense deal of good amongst the poorest portion of the population, for the highways and byeways have been diligently swept to fill them ; and to meet the wants of such children, the standard of their education has been fixed upon the broadest principles of usefulness.

31. I was not able to inspect this school as, in order to carry out extensive repairs of the premises, it was closed.

Catholic School, Mysore. I had an interview, however, with the Rev. P. Janssoone, and gathered the following particulars regarding the state of the institution.

32. The English branch of the boys' school closed with 28 names on the books. No register is kept in the vernacular school, but the daily attendance is said to be about 42, making a total of 70. The four most advanced boys in the English branch read the first book, work sums in the compound rules, have a knowledge of the rudiments of grammar, and have read a few chapters of Morriss' India. The map of India has also been studied. In the vernacular school instruction of a very elementary character is given in Tamil and Canarese. The teaching staff is the same as last year. An attempt has been made to introduce a system of fees, and the highest amount collected in one month was three rupees.

33. The register contains 124 names, and 108 boys were present at the inspection. The school consists of six classes under as many masters. The 6 pupils of the first class study Sikandar Namah, Akhlaq i Nasari, and algebra. Three were more advanced than the others, and passed a good examination, translating from Persian to Hindustani and *vice versa* very correctly. In algebra only two had made much progress. They were taught by the Maulvi mentioned in last year's report, and the rest of the class have received their instruc-

Madrasa Mahammadia,  
Bangalore.

tion from them at second hand. In the second and third classes, 25 boys learn English, but the master was absent at the time of my visit. The fourth class know a little of history and grammar, and in the lower classes some answered well and others indifferently.

34. On the whole I consider this the first of the Hindustani schools in Bangalore. The Head Master takes great interest in his work, and a monthly examination is held by the Nazim. If the second and third classes were as efficient as the first, the school would be greatly improved. I advised that more attention should be given in these and the fourth class to grammar, arithmetic, and history.

### VERNACULAR SCHOOLS.

35. The present registered number of pupils is 66. With the exception of 5 boys in the Canarese branch, all are Sri-Vaishnava Brahmins. The highest class of the Sanskrit branch nominally comprised 6 pupils, but no two followed the same course. The subjects brought up for examination had evidently been carefully studied, and great pains must have been taken by the teacher. It is equally evident, however, that absence of system must retard the general progress. Attempts appear to have been made to improve on the stereotyped Hindu method of tuition and to introduce a progressive course of studies in Canarese and Sanskrit ; but these efforts have not been well sustained. Among the pupils ranked as belonging to class II, were some very intelligent boys, who, it was clear, would not be content with a superficial knowledge, but aimed at being scholars.

36. This pátashálé having been about 30 years in existence, and of these, 18 years under the instruction of the two brothers Rama Shástri and Venkatapati Shástri, its character is not likely to undergo any material change as long as the present tutors remain. I found 32 pupils present, and understand the numbers generally range from 30 to 40. The beginners were represented by ten boys of ages varying from 9 to 14. The most advanced students were 6 young men under the immediate instruction of Rama Shástri, the head of the institution. The language spoken by all, and which was made the medium of instruction and explanation, was Telugu.

37. Although the pátáshalé is open to both Lowkika and Vaidika Brahmins, it is rare for any but the latter to apply for admission. Some pupils terminate their course in two or three months, others are said to continue their studies for as many years. On entering the school, it appears to be customary for the new comer to intimate the class of devotional or ceremonial slókás or the particular Sanskrit work he wishes to study, and if he be not supplied with the necessary books he may obtain the loan of them from the private Sanskrit library of the shastrís, which is said to contain 300 palmyra leaf volumes.

38. There are 39 children attending this school, amongst whom are several girls, all very young. The number of classes is too great for one person to manage. There is also a deficiency of slates for writing and means of teaching the children concrete arithmetic, but having pointed out these deficiencies to the gentleman in charge, I have hopes that they will be remedied as soon as the funds of the school will permit.

Gun Troop Tamil School,  
Bangalore.

#### HINDUSTANI SCHOOLS.

39. Out of 118 registered scholars, 99 were present, divided into six classes, with a master to each class. In the first class there are 12 lessons including history and Euclid. Two or three of the boys know English. I examined in arithmetic, geography, and the Persian books, in which the upper boys did well ; but they were not ready in translating from Persian to Hindustani, which should be practised every day. It is gratifying to observe that the boys have gained an acquaintance with arithmetic, geography and history, which subjects were not taught at the time of last inspection. The second and third classes are composed of very young boys, who have been a comparatively short time under instruction, and whose knowledge is very elementary.

Madrasa Islamia, Bangalore.

40. I advised that either the Nazim or the Head Master should examine the junior classes once a month, and also that only boys of somewhat equal ability should be put into the same class as in Government schools, and that the studies should be properly graduated, so that each class should be a preparation for the next higher. At present

there is a great gap between the first and second classes. The school is, I am glad to say, doing much better now than for two or three years past, the present Nazim taking an interest in his work.

41. On the rolls there are 152 names, but only 80 boys were present. The school is divided into 6 classes  
*Madrasa Kudusi, Bangalore.* under as many masters. The 2nd master was absent, as he holds the situation of 1st master in the *Madrasa Sultani* and teaches only half the day in each. The 1st class contains 4 boys, of whom one reads *Arab i Sarf* and *Panch Ganj*, and the remaining three *Bostan*. The former did well and knew arithmetic to fractions, but the others did not satisfy me. The 2nd and 3rd classes answered badly in *Kavayad i Urdu* and geography, and the lower classes were not much better.

42. The Nazim of the school is on a journey to Mecca, and the school has suffered by his absence. At the last examination the results were much more satisfactory. I am informed, however, that some of the best boys have left lately. I advised that a larger number should be promoted to the 1st class, and that history, geography, and arithmetic should be taught there.

43. The average attendance is 40, but at the time of inspection 48 were present out of 60 registered pupils.  
*Madrasa Mufid ul Anam, Bangalore.* There are three classes under three masters. The ages of the boys are from 6 to 12. In the first class four boys were very sharp. The lessons were *Kavayadi Urdu* and *Chehal Sabak* with arithmetic, which was known to addition. The 2nd and 3rd classes did badly. The Head Master lately appointed is a clever man, formerly Government school master in a native regiment. I think if he stops the school will make progress, but he complains that the boys are always leaving before they have been half trained, sometimes after only a few weeks of schooling.

44. Only 52 were present out of 104 pupils on the books. The school is divided into 4 classes under three  
*Madrasa Sultani, Bangalore.* masters, the 1st master taking 2 classes. In the 1st class were two sepoys of the Barr who have been studying a long time. They read *Arab i Sarf* and Persian grammar, and answered well in Persian prose and poetry. The second



class spend a good deal of time in writing Arabic. In neither of these classes is arithmetic, history, or geography taught. I gave directions about the introduction of these lessons. The classes require re-arrangement, and then the school which has many good points about it will, I think, get on well.

45. I regret to say that this school has not fulfilled the expectation formed regarding its success, and that its

**Madrasa Mahammadia,  
Channapatna.**

present condition is very \*unsatisfactory. A register with 132 names recorded was shewn to me, and 106 boys were seated in the room, but so far as I could gather, the average attendance does not exceed 50. All but 26 boys were unable to read easy lessons, such as the stories at the commencement of the Talim Nama, and the result of the examination is extremely discreditable. Many of the boys, I was informed, are the children of wealthy merchants, the majority appeared to belong to a respectable and prosperous class.

46. The condition of this school is very unsatisfactory. Twice

**Madrasa Islamia,  
Chintamani**

before the master has been warned to classify his pupils properly and teach them geography and grammar, but no attention has been paid to the remonstrance. The register contains 35 names, but only 18 scholars were present, among whom were 3 girls. In the first class 2 boys knew arithmetic as far as subtraction, and could write to dictation; but the rest knew next to nothing. The Head Master I consider to have quite neglected his work. His son, said to be an assistant master, was absent.

47. The register shewn to me contained 45 names, but only 19

**Cleopatra**

boys were present. The Head Master who is an elderly man seems anxious to discharge his duties satisfactorily and has evidently exerted himself; but his efforts have been a continual struggle without system, and consequently with little result. Two boys acquitted themselves well in arithmetic and geography, and about 10 could read fairly. Out of five boys one wrote correctly to dictation. The poverty of all the pupils

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\*Explanations have been received from the Nazim regarding the unsatisfactory condition of the school. D. P. I.

renders their attendance uncertain, and is a sufficient reason for the low standard of the school.

48. There are 46 pupils of ages varying from 7 to 15. It is a good school, and has made improvement since my last visit. The Head Master is a painstaking man, but does not know how to teach history and geography. I therefore spent some time in directing him in these matters. In the 1st class only 3 boys knew any thing of arithmetic, and they made many mistakes in writing to dictation. These defects were pointed out to be remedied.

49. All the boys in this school are sons of sillédars. They number 28, of whom 23 were present. History and geography had been well taught, and arithmetic as far as proportion. Dictation was written without a mistake. The 2nd class boys are too young to do much at present. I consider this the best of the small schools, and would recommend an increase of the grant as requested by the master, who is very active in the discharge of his duties.

50. Only 17 boys were present out of 23. The cause of such a poor attendance is said to be sickness and the employment of the boys at home by their parents. In the 2nd class Persian and arithmetic were well done, the latter to subtraction. Although a small school, the master is well qualified to teach, and I expect his pupils will soon increase in number.

51. No improvement has taken place since last inspection. There are 25 boys in the school, and the master is a clever man, but deficient in his knowledge of method. I shewed him how to teach history and geography, as well as how to keep the register of attendance, and hope to see better results at my next visit.

52. This is a good school containing 49 pupils with an average attendance of 45. There are 3 classes and 2 masters. In the 1st class are 4 sepoys studying Anvar Soheli, Sikandar Nama and Gulistan. They are very intelligent and answered every question cor-

rectly. But arithmetic has been neglected. The 2nd and 3rd classes have had some instruction in it, but work very slowly. In history and grammar these classes did well. Their knowledge of geography is not satisfactory. The Head Master is a clever man well versed in Arabic and Persian, and the merchants of the town, who are numerous, take a great interest in education.

53. On the register were 60 names, but the number of boys present was 45 divided into 4 classes under 2 masters. The ages of the boys are from 6 to 15.

In the first class of 9 boys, Persian grammar and geography had been well studied. The other lessons were Gulistan and arithmetic. In the second class there are 11 boys learning Indian history, Persian grammar, arithmetic and Hikayat Latifa. Their knowledge of arithmetic was good. The third class has 12 pupils reading Talim Nama. They could also add and subtract. The fourth class of 13 boys use the first book. The school is a good one and likely to improve. As Mussulmans are numerous in the town there is no reason why 100 boys should not be collected. The Head Master was formerly in the Clósepété grant-in-aid school, and understands the Government rules well.

54. The fall in number of pupils from 32 to 20 is attributed to the removal of the regiment from the station, a corresponding increase is expected after the arrival of the new regiment. A fair rate of progress is apparent since last year. The Head Master and his assistant both seem to take a decided interest in the school, and I consider that it contrasts favorably with some others of greater pretensions.

55. There were 45 pupils present, but owing to sickness I was unable to examine them properly. Their ages vary from 6 to 20. The studies are history of India, geography, grammar, arithmetic and the Koran. The masters of the school are clever men. The private resources of the school have somewhat diminished, as several of the principal subscribers having lost money in coffee cultivation, have not been able to continue their support.

56. This institution is one of old standing, having been in exis-

tence for about 7 years. It is conducted by Madrasa Sultani, Hunasúru. the proprietor and his brother. Out of 37 enrolled pupils, all but 2 were present on the day of examination. Most of the boys are the sons of artizans and tradesmen, a tolerably flourishing class in Hunasúru, and judging from the appearance of their children the parents must be in good circumstances. The majority of the scholars were able to read, but only 2 boys could write to dictation. All failed in an attempt to write down a sum of three columns as well as to add it up after it had been written for them. The Persian grammar lessons had been committed to memory with care. Few of the boys were provided with copies of the books they professed to study, but their lessons were neatly written out on paper.

57. I was informed that the Head Master's mother had 7 girls under tuition in a separate part of the premises, but was not invited to see this class, which does not participate in the Government grant.

58. A register containing 132 names was shewn to me, and 125 pupils were present on the day of examination. The utter absence of a progressive course of study and of all but a nominal classification renders it difficult to appreciate any advance that may have been made. I feel compelled to state that the institution exhibits every indication of gross mismanagement, and in its present state is unworthy of Government support.\*

59. This school has been established about 9 months, and at the time of my visit, which was unannounced, 15 children were present out of 25 entered in the register, all busily employed. Reading is taught, but at present neither writing nor arithmetic. The master appears to be an industrious man.

60. I found 21 children present out of 30 the registered number. As there are 300 Massulman families in Honnáli the attendance is likely to increase. The school has been established ten months, and

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\*A full inquiry has been made into the case, and new arrangements enforced, which will cause an amendment in the state of this important school. D. P. I.

is provided with two masters, but the children have scarcely got beyond the first lessons in reading ; arithmetic has not been taught, and writing seems to have been confined to one or two of the elder pupils. I think, however, that the school will improve under regular inspection.

61. The examination of this school has been exceedingly unsatisfactory. In the 2nd and 3rd classes I found

Shimoga.

that the children had the lessons off by heart.

No attempt had been made to connect ideas with the words shewn in the book. Arithmetic was not taught in any class—a circumstance that calls for explanation. The first class appeared to have as many books for reading as there were boys. However, I examined them in reading the history of India, which was fairly done. I also tried them in dictation and they wrote and spelt fairly. But the whole class, except one boy, failed in adding three sums of money together, although the ages in this class varied from 14 to 20 years of age.

## FEMALE SCHOOLS.

### ENGLISH SCHOOLS.

62. The education of the girls has been carried on fairly up to the point really needed for such children.

St. John's District School,  
Bangalore.

But I would recommend a closer attention to the reading book, as it contains much valuable information relating to their future duties as wives and mothers which they can never obtain at home. For instance they could inform me of the condition of the ancient Britons, and tell me about the Romans and Saxons ; but not a girl could tell me what she ought to do in case her dress caught fire, which they might have learned from this very book. Their needlework has been generally of a plain, homely, and useful description. Frocks, under clothing, miniature shirts and socks of various sizes and colors are made by the girls, and not a few of them help their parents by their earning from the ladies' workshop.

63. The Infant School is in an excellent condition. Reading, lessons

Infant School.

in number, form, color, and natural history, were very good. Above all the lively, intelligent manner in which the children responded to the questions asked, shewed that a good feeling existed between them and the teacher.

64. According to the register, the number of scholars is 36, namely 18 in the upper and 21 in the lower school. This return compared with last year's report shews a decrease of nearly one-third.

Wesleyan Mission Girls' School, Bangalore.

The subjects brought up for examination by the upper school would probably have been more thoroughly comprehended had the portions studied been considerably abridged. The whole of Morrell's grammar and analysis and the whole of Milner's England for instance, contain more than can be advantageously gone through in one term without sacrificing other subjects. The use of two text books for composition appears of doubtful utility. The examples of proportion, sums given to the girls in class I, were readily and correctly worked out. A knowledge of fractions would have enabled them to adopt the shorter method. The proficiency of the classes comprising the lower school was on the whole good. Music and needlework form a part of the course of instruction.

### ANGLO VERNACULAR SCHOOLS.

65. The number of girls (21) is the same as last year. The few removals that occurred having been exactly balanced in number by the admissions. The teaching staff and classification remain as reported last year. The expediency was on that occasion questioned of extending the separate division of the school for English and Canarese, into such subjects as arithmetic, history and geography. The usual practice in schools of this class is to make the vernacular the medium of instruction, and to teach English simply as a language lesson. In arithmetic the 1st class is further advanced than in most anglo vernacular girls' schools, and the general proficiency is decidedly good.

66. Needlework, both plain and fancy, and cutting out, also cook-

ing and other household duties receive due attention. Several little English airs were well sung, some of the girls taking parts. The neatness and comfort of the accommodation, and the behaviour and appearance of the girls, entitle this school to special commendation.

67. Since the last examination two girls have died, and one has been married. The number has thus been reduced from 29 to 26. The certificated mistress mentioned in the last report, returned to Madras to qualify for a higher competitive examination, and her place has been supplied by a male teacher, who discharges his duty efficiently. The alterations that were being carried out in the premises last year have been completed, and the existing accommodation is ample.

### CANARESE SCHOOLS.

68. In each of the preparatory schools, provision has been made for the formation of a class where reading, writing, and the elements of arithmetic and geography are taught. The practice of drafting the more advanced girls into the central school at Kurubarapété as reported at the last inspection, has in consequence been discontinued. Two new schools have been opened during the year, one in Balépété and the other in Yelégowdanapálya, a ryot village near the Brigade Ground. The former is the only aided vernacular girls' school in which fees are collected. One anna a month is the charge per pupil. The majority of the girls are said to be the children of master builders.

69. With the addition of the attendance in these two schools there are 417 girls under instruction ; about three-fourths of the pupils being present daily on the average. The order maintained throughout the schools, and the completeness of the accommodation and apparatus in most of them, are evidently due to vigilant supervision.

70. Efforts are being made to train efficient female teachers ; these attempts, if successful, may prove one of the most valuable results of the schools. Two Christian pupil teachers in the Kurubarapété school gave lessons in my presence to the higher classes of the preparatory school, in a manner that indicated good training and natural tact. Two other girls not Christians were pointed out to me, who, with the

consent of their friends, were also being trained for teachers. In their case the customary law of early removal is to be relaxed.

71. This interesting school owes its existence entirely to the enlightened efforts of the District Revenue  
 Shimoga Hindu School. Sheristadar, who has given up a room in his house for it. At the time of my visit there were 20 girls in attendance, all Brahmanís. The oldest I suppose was about 10. On examining them I was greatly pleased with their intelligence. Most of them can read and write easy sentences from the first book, and have also learnt to count and to add up simple figures. The conduct of the school is very highly creditable to the managers. The friends and relatives of the girls were present during my inspection and seemed interested in the proceedings.

72. This school continues steadily to increase in numbers, the register shewing 113 names, against 98 at the  
 Wesleyan Mission Day School, Bangalore. previous inspection. The average daily attendance is rather more than three-fourths, which is higher than in most vernacular girls' schools. The teaching staff, classification, and general arrangements of the school, remain unchanged since the last examination. All the teachers employed, but especially the head teacher, evinced a pleasing interest in their work, and the school fully maintains its character for general efficiency.

73. The mechanical portion of the reading lesson was well performed and the meanings of words fairly understood. But the children did not comprehend the general meaning, understanding the lesson rather in a partial manner or portions of it here and there. No means exist in the school for teaching arithmetic in a concrete form to the younger children, and the elder ones are deficient in their knowledge of mental arithmetic and household accounts. They answered very fairly from the book in geography.

74. Needlework appeared to be very neatly done, and fancy work is only taught as a reward to girls who merit it by their good conduct. The children seem to be well cared for, and are as happy a lot as can be imagined.

75. Of the 35 girls whose names are registered, I saw 29, but my



visit falling on a feast day and at an early hour in the afternoon, the attendance was probably a little below the average. Brahmans, goldsmiths and Modiliars, are the castes most numerously represented. The head teacher is a young Brahman educated in a Government school. He is assisted by an elderly man, whose influence in the town is useful in securing the regular attendance of the girls. Needlework is taught by a female teacher, and a woman is also employed to attend the children to and from the school. The first class contains 8 girls, 4 of whom I saw ; all were able to read a little, one succeeded in writing down all the figures used in English notation, and the multiplication table had been partly acquired.

76. These are three in number situated in the following localities:—  
 Wesleyan Mission Day School, Srírámpeté, Mandipeté and the Fort. The  
 Toomkoor. school at the first named place is of the longest standing. The total number of girls under instruction according to the register amounts to 103, of whom I saw 97. The Mandipeté branch has 41 names registered, and 36 girls presented themselves for examination. The Fort School had 40 girls on the roll, of whom 24 were present. Great pains have evidently been taken in the selection of teachers and in the general supervision of these schools.

### TAMIL SCHOOLS.

77. The average attendance this year has been about the same as last. The register contains 67 names. The school maintains its character for efficiency, and evidently continues to be appreciated by the class for whom it is intended.

Alasur Caste Girls' School,  
Bangalore.

78. This girls' school is in the chapel compound. The instruction includes needlework, as well as reading, arithmetic, and writing.

Blackpalli Catholic School,  
Bangalore.

79. The number of girls on the register was said to be 120, of whom 74 were present. In class I, eleven girls out of fourteen presented themselves for examination. Of these only three were in the

Hindu Female School,  
Bangalore.

class at the last inspection. In addition to their studies the girls are all taught to cut out and sew. A female teacher of the tailor caste is engaged to superintend this branch of inspection.

80. Girls are usually admitted at the age of 6, and leave at about 10. The curriculum laid down for the four years' study is well arranged, and the general conduct of the school continues to be satisfactory.

81. This girls' school is under the management of three native nuns. The attendance is said to be very fluctuating, and varies from 10 to 40. A few of the girls are reported able to read a first book in Tamil and to sew.

Mysore Catholic School.

### HINDUSTANI SCHOOL.

82. On the register there appeared 108 names, and 83 girls were present at the examination, which was held with the intervention of a parada. The first class I was informed contained 12 girls ranging from 7 to 12 years of age. They answered correctly questions in Indian history and Kavayad i Urdu, Part I. Two explained difficult words in the history, and four knew arithmetic as far as addition. The class has certainly made improvement since the last inspection. The lower classes have not advanced very far, the pupils being very young. Sewing and embroidery are practised by the upper girls and the work sold for the benefit of the school. Most of the pupils seem to be daughters of traders. Some of a higher class have lately left, from what cause is not known. Poor girls to the number of 25 receive a meal daily from the school.

Mahomedan Female Educational Institution, Bangalore.

## APPENDIX III.

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**PRIVATE UNAIDED SCHOOLS.**

1. On these schools the officiating Inspector of the Second Circle makes the following remarks. "There is scarcely a village without one, and some large towns support eight or ten. The highest number of pupils that I have seen attending was about 35 and the lowest 6 or 8. There is a great desire amongst the people to have their children educated, although they are themselves very illiterate. The benefits of the Government system of education are extending, but yet the people still cling to their own schools and rally round their old teachers with great eagerness and affection. This arises in great measure from the teachers who are now working, being many of them the instructors of the men of the present day, who are consequently unwilling to throw their old masters over without procuring some provision for them. I have met with several cases of men who have been teachers for upwards of 30 years.

2. Many of the people are undecided which is the best method of instruction, their own or that of the Government schools. There are certainly a few points in favor of the former and which tell very heavily against ours ; such as the religious books of each separate caste being taught by their own teachers ; the long hours the children have to attend school every day, and the few holidays they get throughout the year ; the specious industry of the children who are bawling out at all hours of the day, while our schools perform their work silently ; the deference and respect the teachers pay to the parents of the children, and their readiness to carry out the wishes of those parents with regard to the education of their children.

3. But the style of teaching in these schools is of the rudest kind, and seems based on the supposition that memory is the only faculty a child possesses, hence every thing is committed to memory with little or no explanation ; in fact it has come to my notice that many of the masters do not understand the meaning of the books they teach. The book itself is considered the fountain of all knowledge and all truth,

and hence its contents are committed wholesale to memory, and once a year it is devoutly worshipped.

4. One mode of punishment employed in these schools I certainly commend, that of sitting and raising a certain number of times, as I think it a good one for idle or inattentive children whose idleness or inattention often arises from the want of such kind of exercise." Reports are given below of some of the private schools visited during the year.

5. I visited some Sanskrit schools in the pété of Bangalore at the request of the Treasury Bakshi, Sétu  
Bangalore District. Rao. The first was assembled in Gundó  
Bangalore. Pant's Chattram, Siddi Katté. There were  
 18 pupils in attendance, divided into 4 classes. The first class of 3 boys are studying Mágha, and Naishadha. In the lower classes Champu Ramayana and similar works are in use. The master named Sétava Shastri appears to be a clever and active man and interested in his work.

6. The second was seen in premises in Sultan pété, which have only recently been occupied. The students have hitherto been taught in private houses in small groups. There were reported to be 70, but I did not see more than 40 present. Among them were many boys from the High School. The absentees, it was said, were also pupils of the High School, and had gone there on account of the annual examination. The boys were with few exceptions very young. The highest class was said to be studying Tarka Shastra. Only one member, however, of the class was present, and he declined shewing his abilities on account of bodily weakness arising from a late illness, but all present declared him to be exceedingly clever. Some young boys were then called forward who repeated accurately and translated in the native method verses from the Ramayana Sangraha. Another declined a noun, and a very precocious boy, aged 5, was presented by his father as being able to give the name in Sanskrit of anything he was asked, and to repeat the verse of the Amara Kósha in which the word occurred.

7. There was a large attendance of learned men present, one named Vāsudéva Shastri was represented as the manager and the instructor in logic, but another younger man named Krishnamachari was evidently the factotum. From so much as I saw I was more

favorably impressed with the order and unpretending character of the first school than with the other.

8. There appear to be 14 professed teachers of Sanskrit in the pété, of whom 11 are Snártas, 2 Madvás, and 1 a Srí Vaishnava, who has two assistants. Three of the Smartás are for the present without pupils. Deducting these, there remain 11 Sanskrit schools containing, according to the list furnished to me, 97 pupils altogether.

*Inspector's Reports.*

9. I visited a school kept by Reddi Cheluvia and found 20 boys and one girl, the latter a Lingayet. Kómatís, Dásara Bañajigaru and artizans of various kinds send their children to this school.

Channapatna.

Brahman boys rarely attend it. The following imposing list of works was said to be studied ; Jaimini Bharata, Bhakti Sára, Sankshépa Ramayana, Narasimha Shataka, Prahladana Charitré, Naja Charitré, and Amara Kósha, but there was no hesitation on the part of the master in acknowledging the total ignorance of himself and his pupils regarding any portion of these books. Extracts were committed to memory and written down as exercises in spelling. No grammar has ever entered into the course of study since the establishment of the school by the father of the present teacher ten or twelve years ago. Two boys were able to work sums in compound addition and subtraction. About 10 boys could read and write, and the majority were acquainted with the multiplication table. The attainments are those of an average indigenous school.

10. One other Canarese school exists in the pété kept by Yetirajia, a man belonging to a Telugu caste called *Chatali*. This school claims to have

Channapatna.

been 30 or 40 years in existence, and is similar in character to Reddi Cheluvia's, but has an attendance of nearly 50 boys.

11. In the Hindustani school recently opened here, I found 21 boys present. Of these 3 were able to read from the Talim Nama and one of the 3 had commenced the study of Persian, having gone

Isabanka.

through 6 pages of the Chehal Sabakh. Of the remaining 18 pupils, 5 had begun to read Koran. No arithmetic was taught.

12. A Canarese school supported by the Wesleyan Mission, the head teacher informed me, had been in existence about 15 years. The house in which it is conducted is situated in the weavers' street.

Mágadi.

Two masters are employed, and the register of attendance contained the names of 67 boys, but only 34 were present. In addition to the subjects of study common to indigenous schools, portions of scripture and a catechism were taught; also a little geography, but without maps. Ten boys who followed the above course acquitted themselves fairly. They also worked out a few sums in the simple rules, wrote a letter from dictation tolerably well, and chanted a few padas from the Bhakti Sára, but could not explain them. The boys pay no fees, and are supplied with books gratis.

13. With a Government school and a free school in the town, a private establishment can hardly be expected to thrive; but I was told a small one of 8 boys had been opened: it was however regarded as only temporary. When I visited the place the master was absent and not expected to return for some hours.

Mágadi.

14. I visited the private Hindustani school said to have been six months in existence. It is conducted by two teachers, and has an attendance roll bearing 50 names. Only 3 boys were able to read, and of these 2 have commenced the study of Persian. No arithmetic is taught. With the exception of the boys mentioned above, none of the pupils were supplied with books, but 8 boys were furnished with a few pages of manuscript extraets from the history of India and geography.

Nelamangala.

15. There are two indigenous Telugu-Canarese schools, both of more than 12 years standing. The larger numbers from 30 to 40 boys, and the smaller a little less than half that number. Unfortunately the schools were closed while I was at Gudibanda on account of a Hindu feast.

Kolar District.

Gudibanda.

16. I visited the private Hindustani school at this place. The maximum attendance is said to be 20; of these 18 pupils were present. Only one boy had got higher than the alphabet class; but

**Bágépalli.** he had been taught no arithmetic, wrote badly, and spelt worse. The town possesses no other school.

17. A private Telugu school that I visited at Mitemmari is said to be the best in this talook (Gúmanáyakanapálya). I found 12 boys, of whom 3 could write, but not one was acquainted with any portion of the multiplication table.

**Mitemmari.** 18. This town contains, besides the Government school, one Canarese and Telugu school, one purely Telugu school and a small Hindustani school. Of these, only the first deserves notice. It is conducted by Krishnappa, a Vaishṇava Brahman, in a substantial building which is his own property. The school is said to number 40 boys, of whom 25 were present. It is evidently popular and thriving, though not above the ordinary stamp of village schools. The Telugu school was of a very elementary character, and had 8 out of 12 boys present. The Hindustani school was not open that day, being Friday; but from the information gathered, I judge the school to be low in numbers and attainments.

19. Only 7 boys were present, but the master informed me that 10 more boys come every day from a village a mile off. There are no classes formed. One boy of about 15 read from Zulika, but I was told afterwards that he had left school a year ago and had just come for the occasion, all the others were learning the Alif, Be.

**Eladur.** 20. The town contains two Telugu Canarese schools, of which I inspected one kept by Subbia. Twenty boys were presented for examination; of these 5 could read, but not fluently: they had a good knowledge of the arithmetic tables, including weights and measures.

21. I received an invitation from a number of the Massulman

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**Srinivaspura.**

inhabitants to visit a Persian and Hindustani school for girls, which has been in existence about two years. There are 35 names of pupils on the register. Of these I saw 17 girls when I visited the school, and was informed that behind the screens were 13 more, making a total of 30. The teaching staff consists of two females. The more advanced girls read Karima, Nami Hak and Akayad Jamin : they are also taught to sew and to work embroidery. Of the little girls forming the lower class all were acquainted with at least a few letters, and some were able to read easy words. The whole is under the superintendence of the Maulvi who is the Head Master of the grant-in-aid boys' school,—a man of very superior attainments and held in high estimation by his Mussulman fellow townsmen.

22. At the time of examination 16 boys were present, but no register is kept. The average attendance is 10.

**Andargere**

Most of the boys are between 7 and 15, but 3 are 20 years old. The school has been established two years, but is very elementary in character. Only one boy could read fluently.

23. Saw six schools. In the first were 30 boys and 2 girls. A few Government books were in use which the children read well, but did not understand what they read. The second and third, containing 25 and 20 respectively, call for no re-

**Toomkoor District.**

**Toomkoor.**

mark. In the fourth there are 20 boys, all very young. They do nothing but write on sand. No books are in use. The fifth has 15 boys and 2 girls. All the books used have been neatly written out by the teacher. In the sixth I found 8 pupils reading books of various kinds. The teacher has been 30 years at school work.

24. A school here with 10 boys. The children were actively employed amusing themselves at the time of my visit, and the teacher was sound asleep.

**Kallambellé**

25. A school of 10 boys. Heard one of them read, but he could not say what he had been reading about. The teacher said he would learn the meaning by some means when he grew older.

**Balehalli.**



26. Six very young children in the school, the teacher of which receives no remuneration.

Hallihalli

27. This school, containing 6 boys and one girl, had been established only 20 days. The former master Chikkanayakanahalli (Sirá) had left, because the people would not pay his school fees.

28. A large but straggling village. I found 6 boys in the school, but they did not appear to be doing much.

Tavarekera.

The teacher was formerly employed as a Sheristadar at Bellary.

29. I visited 3 indigenous schools in Sirá. The first contained about 20 children, among whom was one girl.

Sirá.

In the second I saw 10 boys (some had new books) and called one up to read, but he had no idea of what he was reading. This school is kept by a man who was formerly a peon in the Government school. The third school contained 15 children, who were employed writing in the sand. The house was low, close, and dirty in the extreme.

30. Visited a school in which 50 children had been expressly assembled for my inspection, and consequently

Koratagera.

decked out with jewellery. Saw nothing calling for special remark in the character of the school.

31. In the school there were 12 children, of whom one worked a

Maddagiri.

sum in multiplication with the help of the teacher.

32. I was taken to see an indigenous Canarese school in the town.

Mysore District.

Hemasúru.

The master as well as many of the boys belong to the caste called Telugu Banajigaru, but several other castes were represented,

Brahmans bearing the smallest proportion. Thirty boys were collected, but most of them were little urchins who had yet to master the alphabet; seven boys could read, three of them read fluently and were acquainted with arithmetic as far as division. These boys I learned attended the Government school, the other four were tolerably ready

with the multiplication table, but could not subtract, and read indifferently. On inquiry I learnt that there was a small school of half a dozen boys kept by a Brahman called Alasingharia, but on proceeding to the place we found the house shut up and were informed that the teacher had gone away from Hunasúru on business.

33. I ascertained that 3 indigenous schools exist in the town, but none of them were open during my stay at Nanjanagúdu, and all accounts agreed in representing them as of a very low standard

indeed. An East Indian teacher in the pay of the Amildar has a class of 5 boys, including 2 of the Amildar's sons, who are studying the rudiments of English, preparatory, I was informed, to their entering one of the schools at Mysore.

34. The Hindustani school here has been about one year in existence. It numbers 28 or 30 pupils, the majority beginners who have not got beyond the Koran and first book. Only 4 boys could

read well, and one could write. No arithmetic was taught.

35. The town is said to contain 2 indigenous schools numbering about 18 and 12 pupils respectively. The former has been only four months in operation and the latter about 8 or 10 years.

They were both closed on account of the Maharnavami feast.

36. I visited two indigenous schools in Chituldroog, both well attended. In one were 35 boys, and in the other 30 boys and one girl. The first calls for no remark, in the second the children

were very young and learning only the alphabet.

37. In this town I saw a Telugu Canarese school containing 20 boys.

38. I visited the indigenous schools in Dávanagere, and saw six, two others being closed as it was the eve of a festival. These schools were all well attended, the number of pupils present ranging

from 20 to 30. I saw one grown up female attending school writing on the floor. The boys were writing on boards. There seemed to be very

little writing on paper, or arithmetic taught, and no printed books were in use.

39. I saw six schools. In the first were 25 boys busy shouting out the multiplication table at the top of their voices. No reading was taught. In the second were 30 boys and the school was very much like the first. A third had 10 boys. The teacher was old and deaf, and had been a teacher all his life. In the fourth I saw 15 boys. The school master appeared young and inexperienced. He was fast asleep when I called. The fifth school was for Hindustani children. There were 12 present, all very young, and only one able to read. The last school I saw was established for Mahratta children in a stable, a pony being in the school at the time of my visit. The teacher was old and infirm.

Harihar.

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## APPENDIX IV.

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### CORRESPONDENCE AND CIRCULARS.

#### HOBLI SCHOOLS.

General No. 7350. } 1867—68.  
General No. 245. }

MYSORE COMMISSIONER'S OFFICE,  
*Bangalore, 27th March 1868.*

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,

FOREIGN DEPARTMENT.

CALCUTTA.

Sir,

I have the honor to acknowledge the receipt of Mr. Under-Secretary Le Poer Wynne's letter No. 200 of the 1st ultimo, communicating the observations of the Government of India regarding the absence of Government Female Schools, and the want of vernacular schools for the education of the mass of the people in Mysore, and suggesting that no time should be lost in devising a scheme for this object.

2. Having been furnished by the offg. Director of Public Instruction with a report on the subject of vernacular education, and concurring generally in the proposals brought forward by that officer, I beg to submit them for the approval of His Excellency the Governor General in Council.

3. The measures adopted in this province for the diffusion of vernacular education consist of the establishment of a training school for Canarese masters, the publication of elementary school books, and the opening of 45 talook schools. Besides these there are other schools in different parts of the province maintained by missions. There are about 6,000 scholars, including girls, in the Government and mission vernacular schools, and 22,000 in indigenous schools, altogether about 28,000 pupils.

4. Taking the male population at 2,097,318 and assuming  $\frac{1}{4}$ th or 233,035 to be boys of an age to go to school, it is probable that at least 200,000 boys are without instruction.

5. After careful consideration of the question, Mr. Rice states that on the ground of expense, apart from other reasons, the introduction of the Halkabanda system adverted to by Government cannot be entertained in Mysore, and submits a plan mainly based on the same principles which appears better suited to the circumstances of the country.

6. The proposed scheme will consist of establishments for instruction, for inspection, and for the training of masters.

7. With regard to the first, it is proposed to adopt the talook sub-divisions called hóbliés, instead of the circles of 12 square miles under the Halkabanda system, and to establish a school in each. The number of hóbliés is 645 with an average area of 41 square miles and a population of 6,040 persons. The advantage of this would be that the farthest village would not be more than  $4\frac{1}{2}$  miles from a school situated in the centre, which would be within reach of all in the hóbli. The masters should be selected from the most intelligent and influential existing indigenous teachers, the pay would be 7 rupees with prospect of promotion to be an assistant in a talook school, the pay of which rises to 12 rupees.

8. The supervising agency to consist of 8 Sub-Deputy Inspectors or one for each district, averaging 3400 square miles. This number would admit of each school being inspected at least 3 times a year. The pay of this grade to be rupees. 40 per mensem, with travelling allowance at the rate of 8 annas per day.

9. The indigenous teachers of the country are said to be generally ignorant of arithmetic and geography, and have no knowledge of organization, discipline, or method; an institution for training masters seems therefore absolutely necessary. Three masters would be required, one for each division, on a monthly salary of Rs. 40. They would be stationed for a year alternately in the different districts according to the requirements of the time. A maintenance allowance would be granted to students under training for masters: Rs. 5 each for the first 6 months and Rs. 4 for the second, should they not have obtained qualification certificates in the first period.

10. As regards accommodation, it is proposed that such buildings should be made use of as are available free of rent, or are offered for the purpose by the village communities, till the success of the scheme shall have been established, when school houses can be erected.

11. The only furniture would be black boards, slates and maps. Books can be printed and supplied by the existing agency.

12. The instruction imparted would be entirely in Canarese, and consist of reading, writing and the elements of arithmetic and geography.

13. Fees would only be collected from those whose relations did not contribute to the educational fund.

14. It is proposed that the schools be open to girls as well as boys.

15. The establishment of night schools is also recommended for those who may be unable to attend during the ordinary hours of labor. A fee would be levied in consideration of the extra demand on the masters' time and to defray the expense of lighting.

16. The formation of local committees composed of some of the respectable and influential residents of the hóbli with the village officials, for the purpose of general supervision, would tend to popularize the schools.

17. The cost of the proposed scheme would be :—

	Rs.	Rs.
645 Hóbli School Masters at 7 4,515 or		54,180 per annum.
8 Sub-Deputy Inspectors at 40 320 "		3,840 "
Travelling Allowance 80 "		960 "
3 Training Masters at 40 120 "		1,440 "
Furniture .. ..		2,000 "
Books and Stationery .. ..		3,000 "
Contingencies .. ..		1,000 "
Total ..		<u>66,420</u>

18. The adoption of these proposals will, it is expected, extend education on a scale more commensurate with the wants of the population than any thing that has hitherto been tried in Mysore. The attendance at all the schools may be estimated at more than 50,000 children.

19. To meet the cost which the extension of education will necessarily involve, as well as for other local purposes, the imposition of a moderate cess, as suggested by His Excellency in Council, is under consideration in communication with the Survey Department. The proceeds, however, of this cess will not be available in any district, until its settlement has been completed by the department. The amount will be about 1 per cent on the collections, or say 80,000 Rs.

20. A report on the measures to be taken for the establishment, by Government, of female schools in Mysore, will form the subject of another communication.

I have, &c.,  
(Sd.) L. BOWRING,  
*Commissioner.*

No. 871.

*From—C. U. AITCHISON, Esq.,  
Offg. Secretary to the Govt. of India.*

*To—THE COMMISSIONER OF MYSORE,  
FOREIGN DEPARTMENT.  
General.*

*Dated Simla, the 19th May 1868.*

Sir,

I have received and laid before the Viceroy and Governor General in Council your letter No. 447, dated 27th March last, submitting a scheme for vernacular education in Mysore.

2. In reply I am directed to inform you that His Excellency in Council approves of the scheme and authorizes a yearly expenditure of Rs. 66,420, which it will involve.

3. There will not, it is observed, be sufficient surplus revenue to meet the entire cost this year. But there is no necessity of incurring this year the whole expenditure of Rs. 66,420 by starting at once the full scheme, which is rather sanctioned as one to be worked up to. When the extra cess of one per cent, referred to in the 19th para of your letter, has been imposed, as it will when the settlement of districts is completed, the Rs. 80,000 expected from that source will more than cover the whole expenditure.

4. For the present you are authorized to expend Rs. 24,760, the probable surplus of the estimate for 1868—69 : and of this sum a considerable portion should be spent in educating the masters of indigenous schools as proposed in the 9th para of your letter.

5. With reference to the 16th para, in which you recommend the formation of local committees for the supervision of the schools, I am to state that the Governor General in Council considers this an excellent proposal, and authorizes you to carry it into effect.

I have, &c.,

(Sd.) C. U. AITCHISON,

SIMLA,  
The 19th May 1868.

Offg. Secy. to the Govt. of India.

ಇ ಸ್ತಿ ಹಾ ರ ನಾ ಮಾ .

ಕೋಲಾರದ ಡಿಸ್ಟ್ರಿಕ್ಟಿನಲ್ಲಿರುವ ಹೋಬಳಿ ಮತ್ತು ಹಳ್ಳಿಗಳ ವಾಸಸ್ಥರಿಗಲ್ಲಾ ಇದ ರಿಂದ ತಿಳಿಸುವದೇನೆಂದರೆ—ಸದರಿ ಡಿಸ್ಟ್ರಿಕ್ಟಿನ ತಾಲ್ಲೂಕುಗಳಿಗೆ ಕೇರಿದ ಪ್ರತಿ ಹೋಬಳಿಯ ಲ್ಲಿಯೂ, ರೈತರ ಮಕ್ಕಳಿಗೆ ವಿದ್ಯಾಭ್ಯಾಸ ಮಾಡಿಸುವದಕ್ಕೋಸ್ಕರ ಸರ್ಕಾರದಿಂದ ಮಠ ಫಿ ಸ್ಥಾಪಿಸಲ್ಪಡುವದು.

ಮೇಲೆ ನಮೂದಿಸಿರುವ ಪಾಠಶಾಲೆಗಳಲ್ಲಿ ಕೆಲಸ ಹೊಂದಲವೇಜ್ಜೆಯುಳ್ಳವರಾಗಿದ್ದರೆ ಸದರಿ ಡಿಸ್ಟ್ರಿಕ್ಟಿನಲ್ಲಿ ಈಗ ಸ್ವಂತ ಮಠಗಳನ್ನು ಯಿಟ್ಟು ಯಿರುವ ಉಪಾಧ್ಯಾಯ ಬರುವ ಜಾಲ್ಮೆ ತಿಂಗಳು ತಾರೀಖು ೧೩ನೇ ನೋವಂಬರದ ಬೆಳಿಗ್ಗೆ ೧೦ ಘಂಟೆಗೆ ಸರಿಯಾಗಿ ಕೋ ಲಾರದಲ್ಲಿರುವ ಗವರ್ನಮೆಂಟ್ ಸ್ಕೂಲಿಗೆ ಬಂದು ಹಾಜರಾಗ ತಕ್ಕದ್ದು. ಅವರಲ್ಲಿ ಯೋ ಗ್ಯತೆಯುಳ್ಳವರನ್ನೂ ಅರಿಸಿ, ವಿದ್ಯೆ ಜೋಧಿಸುವ ಕ್ರಮದಲಿ ಯು, ಅವರಿಗೆ ತಿಳಿಯದೆ ಯಿ ರುವಂಥಾ ಇತರ ಅಂಶಗಳಲ್ಲಿ ಯೂ, ತಿದ್ದುಪಾಟು ಮಾಡುವದಕ್ಕೋಸ್ಕರ ಸರ್ಕಾರದ ಕ

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ಜೆಯಿಂದ ಪೊಟ್ಟಿ ನಾರ್ಕಲ್ ಟ್ರೇನಿಂಗ್ ಮಾಸ್ಟರ್ ನೇಮಿಸಲ್ಪಟ್ಟಿರುವನು. ಆತನ ಬಳಿಯಲ್ಲಿ ಕೆಚ್ಚೆ ಹೊಂದುವಾಗ ಪ್ರತಿ ಮನುಷ್ಯನಿಗೂ ತನ್ನ ಜೀವನಕ್ಕೋಸ್ಕರವಾಗಿ ತಿಂಗಳಿಗೆ ೫ ರೂಪಾಯಿ ಸರಕಾರದಿಂದ ಕೊಡಲ್ಪಟ್ಟಿತ್ತು. ಹೀಗೆ ತಿದ್ದಲ್ಪಟ್ಟವರು ಬರುವ ಡಿಸೆಂಬರ್ ತಿಂಗಳಲ್ಲಿ ಪರಿಕ್ಷೆ ಕೊಡಲಾಗಿರುವುದು, ಮತ್ತು ಇವರೊಳಗೆ ಅರ್ಹರಾಗಿ ಕಾಣಬರುವವರು ಕ್ರಮೇಣ ತಿಂಗಳಿಗೆ ೩ ರೂಪಾಯಿ ತಲವೆ ವುಳ್ಳ ಹೋಬ್ಬೆ ಸ್ಕೂಲ್ ಮಾಸ್ಟರ್ ಕೆಲಸವನ್ನು ಪಡೆಯುವರು.

ಮತ್ತು ಈ ಡಿಸೆಂಬರ್ ತಿಂಗಳು ಬರುವದಕ್ಕೆ ಮುಂಚೆ ಆಯಾ ಹೋಬ್ಬೆಗೆ ಕೇರಿದ ಗ್ರಾಮಸ್ಥರು ಮಾದತಕ್ಕ ಕೆಲಸವೇನೆಂದರೆ, ತಮ್ಮ ತಮ್ಮ ಹೋಬ್ಬೆಯಲ್ಲಿ ಸ್ಕೂಲ್ ಇರುವದಕ್ಕೋಸ್ಕರ ಸುದೂವ ಮನೆಗಳನ್ನು ತಯಾರಾಡುವುದು.

ಕಾರೀಬು ಎಂಜೀ ಮಾಪೆ ಜಾರ್ ಸರ್ ೧೮೬೮ನೇ ಇಸವಿ, } B. L. RICE,  
ದರಜಾಗಾ ಎಂಗಲೂರು. } ಆಫೀಷಿಯೇಟಿಂಗ್ ಡೈರೆಕ್ಟರ್,  
ಪಬ್ಲಿಕ್ ಇನ್ಸ್ಟ್ರಕ್ಷನ್.

General No. 4980. }  
" 353. } 1868—69.

DATED 6th February 1869.

From

THE SUPERINTENDENT, ASHTAGRAM DIVISION.

To

THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE.

Forwards for information copies of letters anent the proposed scheme for establishing village schools throughout the province.

(Sd.) J. A. CAMPBELL,  
Offg. Supt., Ashtagram Division.

CAMP SETHALLI, 27th January 1869.

General No. 2676. }  
" 1117. } 1868—69.

To

THE SUPERINTENDENT, ASHTAGRAM DIVISION.

SIR,

I have the honor to acknowledge the receipt of your letter No. 136 of 8th August last, giving cover to certain correspondence on the subject of the establishment of vernacular schools, in all the hoblies of the district, and in reply to submit the following report.

2. The printed notifications (to which the letter under acknowledgment gave cover) were duly distributed to all the hoblies, through the



Amildars of talooks ; and such indigenous school masters as desired to obtain the proposed post of hóbli school teacher, were sent to His Highness the Maharaja's school.

3. As regards the steps taken towards the erection of school premises, the cost of which was intended to be borne by the villagers, I have the honor to state as follows.

4. Since assuming charge of the district, I have sent detailed instructions to the Amildars, explaining to them fully the advantages attainable from the scheme. I have especially directed them to use their personal influence with the ryots, in furtherance of it. In addition to this, I have, during my tour in the district, taken every opportunity to explain the object of the scheme to the people : I have reason to believe that the Amildars will, on the whole, exert themselves to support it.

5. Many agriculturalists regard all efforts in the cause of education with aversion. It is a common saying among them that a man who can read and write, will cease to till the fields. This prejudice is, I think, encouraged by the Brahmans.

6. In spite of all obstacles, I believe that the scheme will be a success, and I think that provided it be once set on foot, it will develop itself.

7. The number of hóblics in the district is 88, exclusive of Seringapatam, and two hóblics in Chámarájanagara temple. The accompanying statement will shew that buildings are ready in 47 hóblics ; of these, 34 buildings may be occupied permanently, and 13 temporarily, until the completion of the buildings which the ryots have agreed to build at their own cost. In Yedatoré and Heggadadévanakóte alone prospects do not promise well, and I attribute this probable failure to opposite causes. In the former talook the ryots are so far advanced, that they already possess private schools, and in the latter, which is a malnad talook, they are so backward that they are unable to appreciate any of the advantages of education.

I have, &c.,  
 (Sd.) L. RICKETS,  
*Offy. Deputy Superintendent,*  
*Mysore District.*

No. 1347.

HASSAN, 6th February 1869.

To

THE SUPERINTENDENT, ASHTAGRAM DIVISION.

Sir,

I have the honor to acknowledge the receipt of the correspondence marginally noted, relative to the proposed scheme for the establishment of village schools.

2. In reply I beg to submit that every possible publicity has been given to the circulars issued by the Director of Public Instruction, and the advantages of the measure have been pressed upon the attention of the people by the Amildars of talooks, by my Assistants, and myself.

3. It has been received favorably as a whole, particularly in the Talooks of Manjarábád, Arakalagúdu, Mahárájanadurga and Belúru, where its success may be regarded as certain. In the other talooks, Háranaḥaḷḷi only excepted, the villagers have also engaged to provide houses, and though not quite so eager in the matter, have promised to make their boys attend. Háranaḥaḷḷi is the poorest talook in the district, the villagers state their inability to build schools, but have offered the use of their temples.

4. Many of the hóbliés in this district are very large in consequence of two or more of the old hóbliés being amalgamated into one at the re-organization of establishments in 1862. In many cases the ryots feeling the distance have come forward to build schools in more than one place, and I submit for consideration that their laudable efforts should not be discouraged, but the promise of small grants-in-aid be held forth to those who are able to establish good schools at places besides the Hóbli Head Quarters; the school masters being compelled also to make use of such books as may be provided by Government.

5. I regret that although the benefit of sending their school masters to obtain instruction at the normal school established at Hassan was pointed out to the gowdas, only 24 have as yet attended. As mentioned demi-officially to the Director, the rates of remuneration offered were too low to induce them to leave their villages; but volunteers can be obtained in any number from the boys attending the

Government schools at Hassan, Narasipura and Bélúru, and although they may meet in some of the larger villages with opposition, they are more capable of imparting sensible instruction than the village school masters, many of whom are old men wedded to their ancient forms and institutions. Enclosed is a schedule shewing the names of the hóbblis and villages, in which schools may be established, and furnishing such further details as may prove useful. A plan of a school to cost Rs. 200 is also forwarded, and the Executive Engineer is of opinion that suitable school houses could not be provided for less. As the villagers in most cases have engaged to contribute Rs. 100 only, the sum would be required to be supplemented by Government, or the offer of private houses and temples be accepted.

I have, &c.  
(Sd.) W. HILL,  
*Dy. Superintendent,*  
*Hassan District.*

#### GRANT-IN-AID RULES.

The local Government, at its discretion, and upon such conditions as may seem fit in each case, (reference being had to the requirements of each district as compared with others, and the funds at the disposal of Government), will grant aid in money, books, or otherwise, to any school under adequate local management, in which a good secular education is given through the medium either of English or the vernacular tongue.

2. In respect of any such school for which application for aid is made, full information must be supplied on the following points:—

- 1st. The pecuniary resources, permanent and temporary, on which the school will depend for support.
- 2nd. The proposed monthly expenditure in detail.
- 3rd. The average number of pupils to be instructed.
- 4th. The persons responsible for the management.
- 5th. The nature and course of instruction.
- 6th. The number and salaries of masters or mistresses.
- 7th. The nature and amount of aid sought.
- 8th. The existence of other schools receiving aid within a distance of six miles.

3. Any school to which aid is given, together with all its accounts, books, and other records, shall be at all times open to inspection and examination by any officer appointed by the local Government for the

purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

4. The Government will not interfere with the actual management of a school thus aided, but will seek, upon the frequent reports of its inspectors, to judge from results whether a good secular education is practically imparted or not; and it will withdraw its aid from any school which may be, for any considerable period, unfavorably reported upon in this respect.

5. In giving grants-in-aid, the following principles will be observed :—

(a) The Government will always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

(b) Grants will be given to those schools only (with the exception of normal schools and girls' schools) at which fees of reasonable amount are required from the scholars.

(c) In no case will the Government grant exceed in amount the sum to be expended on a school from private sources.

(d) For schools educating up to the University Entrance standard, the Government grant will not, as a rule, exceed one-half of the income guaranteed from local sources.

(e) For other schools in which the expenditure is more than Rs. 30 per mensem, the Government grant will not, as a rule, exceed two-thirds of the income guaranteed from local sources.

(f) The proportional amounts above laid down for Government grants are *maximum* amounts; and it must not be assumed that the *maximum* will, in all cases, and as a matter of course, be sanctioned.

(g) The conditions of every grant will be subject to revision periodically.

6. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

BANGALORE, 23rd July 1868.

B. L. RICE,  
Offy. Director of Public Instruction,  
Mysore and Coorg.

## ENGINEERING SCHOOL, BANGALORE.

### *Notice Regarding Scholarships.*

Notice is hereby given that the Commissioner has been pleased to sanction the establishment of ten scholarships for the Engineering School, Bangalore, on the following conditions :—

1. The scholarships to be tenable for two years, at the rate of Rs. 8 a month each for the first year, to be increased to Rs. 10 a month in the second year, provided the student gives satisfactory evidence of progress.
2. An entrance examination to be held in English (reading and writing) and arithmetic (as far as vulgar fractions), and the course to be such as will qualify for a certificate as an Assistant Overseer in the Public Works Department.
3. Candidates to be natives, and with the view of obtaining practical workmen, a preference to be given in all cases to the sons, or apprentices, of maistrís.
4. Of the ten scholarships, four to be attached to the Nagar Division, four to the Ashtagram Division, and the remaining two to the Nandidroog Division.

Candidates for scholarships should apply to the Director of Public Instruction, Bangalore, stating full particulars regarding age, qualifications, native place, and employment, if any ; also giving a reference as to character.

BANGALORE,  
19th August 1868.

B. L. RICE,  
*Offg. Director of Public Instruction,  
Mysore and Coorg*

### *Instructions to Hóbbli Pantójs.*

ಹೋಬಳಿ ವಂತೋಜಿಗಳು ಅನುಸರಿಸಿ ನಡಿಯಬೇಕಾದ ನಿಬಂಧನೆಗಳು.

೧. ಹೋಬಳಿ ಮಠಗಳು ಮುಖ್ಯವಾಗಿ ಶೈತರ ಮಕ್ಕಳಿಗೆ ವಿದ್ಯಾಭ್ಯಾಸ ಮಾಡಿ ಸುವದಕೋಕ್ತರ ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟವೆ.

೨. ಹುಡುಗರು ಮಾತ್ರವಲ್ಲದೆ, ಯಿಷ್ಟವಿದ್ಧ ಪಕ್ಷದಲ್ಲಿ ಹುಡುಗಿಯರು ಸಹಾ ಬಂದು ಈ ಮಠಗಳಲ್ಲಿ ವೋದ ಬಹುದು.

೩. ಶೈತರ ಮಕ್ಕಳು ವಿದ್ಯಾ ಕಲಿಯುವದಕ್ಕೆ ಬಂದರೆ ಅವರಿಂದ ಮಠದ ಸಂಬಳ ವನ್ನು ವಸೂಲ್ಯಾದುವದಿಲ್ಲ.

೪. ಮಠದೊಳಗೆ ವೋದುವ ಕಾಲದಲ್ಲಿ ಮಾತ್ರ ಸರ್ಕಾರದ ಪುಸ್ತಕಗಳ ಕೊಡಲ್ಪಟ್ಟಿರುವವು.

೫. ಸರಕಾರದವರು ನೇಮಿಸಿ ಯಿರುವ ತರಗತಿಗಳನ್ನೂ ಪಾಠಗಳ ಕ್ರಮವನ್ನೂ ಅನುಸರಿಸಿ ಪಂತ್ಯೋಜಿಗಳು ತಮ್ಮ ಕೆಲಸವನ್ನು ನಡಿಸಬೇಕು.

೬. ಮಕ್ಕಳ ಹುಡುಗರು ಬಂದು ಕೀರುವ ಮತ್ತು ಬಿಟ್ಟು ಬಿಡುವ ದಾಖಲೆ ಪಟ್ಟಿ ೧-ಪ್ರತಿ ದಿನದಲ್ಲಿಯೂ ಅವರು ಬರುವ ಮತ್ತು ಬಾರದೆ ಯಿರುವ ಪಟ್ಟಿ ೧-ಯಿವುಗಳನ್ನು ಪಂತ್ಯೋಜಿಗಳು ಕ್ರಮವಾಗಿ ಮಾಡಿ ಯಿಡಬೇಕು.

೭. ಪ್ರತಿದಿನದಲ್ಲಿ ಜಗಳಿನಿಂದ ಮಧ್ಯಾಹ್ನದ ಭೋಜನ ಧರ್ಮಂತರವೂ, ಭೋಜನ ವಾದ ಮೇಲೆ ತಿರಿಗಿ ಸಾಯಂಕಾಲದ ವರಿಗೂ, ಮಠಗಳನ್ನು ಯಿಟ್ಟರಬೇಕು. ಆದರೆ, ಆದಿ ತೃವಾರದಲ್ಲಿಯೂ ಮತ್ತು ಸರಕಾರದಿಂದ ಮಂಜೂರಾಗಿರುವ ಹಬ್ಬದ ದಿನಗಳಲ್ಲಿಯೂ ಮಠಗಳಿಗೆ ರಜಾ ಕೊಟ್ಟಿರುವುದು.

೮. ಹುಡುಗರು ಮಕ್ಕಳ ಕ್ರಮವಾಗಿಯೂ ಕಾಲಕ್ಕೆ ಸುಯಾಗಿಯೂ ಬರುವ ಹಾಗೆ ಮಾಡುವ ವಿಷಯದಲ್ಲಿ ಪಂತ್ಯೋಜಿಗಳು ಜಾಗರೂಕನಾಗಿರ ಬೇಕಾದ್ದಲ್ಲದೆ ಮಠವಿಟ್ಟಿರುವ ಮನೆಯನ್ನೂ ಮಠಕ್ಕೆ ಬರುವ ಹುಡುಗರನ್ನೂ ಸಹ ಯಾವಾಗಲೂ ಕುಟಿಯಾಗಿಯೂ ಕ್ರಮದಲ್ಲಿಯೂ ಯಿರುವ ವಿಷಯದಲ್ಲಿ ಪ್ರಯತ್ನ ಪರರಾಗಿರಬೇಕು.

೯. ಹಗಲು ಹೊತ್ತು ಮಠದೊಳಗೆ ವೇದವದಕ್ಕೆ ಅನುಕೂಲವಿಲ್ಲದ ಜನರಿಗಾಗಿ ರಾತ್ರಿಕಾಲದಲ್ಲಿ ಮಠವಿಡ ಬಹುದು. ಆದರೆ ರಾತ್ರಿಕಾಲದಲ್ಲಿ ವೇದವ ವಿದ್ಯಾರ್ಥಿಗಳು ದೀಪದ ಖರ್ಚಿಗೋಸ್ಕರ ಫೊಂದು ವಿಧವಾದ ಚಂದಾ ಹಣವನ್ನು ಗೊತ್ತುಮಾಡಿಕೊಂಡು ಪಂತ್ಯೋಜಿಗೆ ಕೊಡ ಬೇಕಾಗಿರುವುದು.

೧೦. ಹೋಬ್ಬೆ ಮಕ್ಕಳಿಗಲ್ಲಾ ಕಾಲಕಾಲಕ್ಕೂ ಸಂಯಾಗಿ ಬಂದು ಹುಡುಗರನ್ನು ಪರಿಕ್ಷಿಸಿ ಆಯಾಯ ಮಠದ ಸ್ಥಿತಿಯನ್ನೂ ಅದರ ವಿದ್ಯಾಭಿವೃದ್ಧಿಯನ್ನೂ ಕಂಡು ಸರಕಾರಕ್ಕೆ ರಿಪೋರ್ಟ್ ಮಾಡುವದಕ್ಕಾಗಿ ಗುಬ್ಬಿ ಡೆಪ್ಯುಟಿ ಇನ್ಸ್ಪೆಕ್ಟರ್‌ಗೆ ಪರಿಕ್ಷಕನು ನೇಮಿಸಲ್ಪಟ್ಟಿರುವನು. ಆತನ ರಿಪೋರ್ಟಿನ ಮೇಲೆ ಪಂತ್ಯೋಜಿಗಳು ತಮ್ಮ ಕೆಲಸದಲ್ಲಿ ಜಾಗರೂಕರಾಗಿಯೂ, ಯೋಗ್ಯರಾಗಿಯೂ ಯಿರುವ ಸಂಗತಿ ತಿಳಿಯಲಾಧಿಕತು.

೧೧. ತಾಲ್ಲೂಕುಗಳಿಗೆ ವಿಚಾರಣೆಗಾಗಿ ಹೋಗುವ ಕಾಲದಲ್ಲಿ ಇಲಾಖಾ ಇನ್ಸ್ಪೆಕ್ಟರ್ ಸಾಪೇಬರು ಯಾವ ಸ್ಥಳವನ್ನು ನಮೂದಿಸಿ ತಾಕೀತು ಕೊಟ್ಟಿರುತ್ತಾರೋ ಅಲ್ಲಿಗೆ ಸದರಿ ತಾಲ್ಲೂಕಿನ ಹೋಬ್ಬೆ ಮಕ್ಕಳ ಪಂತ್ಯೋಜಿಗಳು ಹಾಜರಾಗಿ ತಾವು ಬೋಧಿಸುವ ವಿಧ್ಯದಲ್ಲಿ ಪರಿಕ್ಷೆ ಕೊಡಬೇಕಾಗಿರುವುದು.

೧೨. ಹೋಬ್ಬೆ ಪಂತ್ಯೋಜಿಗಳು, ಮೇಲೆ ಹೇಳಿದ ಯಾವ ವಿಧಿಗಾಗಲಿ ತಪ್ಪಿ ನಡೆದರೆ ಸರಕಾರದ ಆಕ್ಷೇಪಣೆಗೂ ಒಡನೆಗೂ ವಳಪಟ್ಟಿರುವರು. ಹಾಗಲ್ಲದೆ ಅವರು ಕ್ರಮವಾಗಿ ತಮ್ಮ ಕೆಲಸವನ್ನು ಮಾಡುತ್ತಾ ಯಿರುವಲ್ಲಿ ಕಾಲಾಂತರದಲ್ಲಿ ಬಹುವಾನ ಕ್ಕೂ ಅಭಿವೃದ್ಧಿಗೂ ಪಾತ್ರರಾಗಿ ಬಹುದು.

ಬತಾಖಲು ೧೨ನೇ ಮೊಡೆ ಫೆಬ್ರವರಿ  
ಸರ್ ೧೮೬೯ನೇ ಇಸವಿ,  
ದರಜಾಗಾ ಬೆಂಗಳೂರು.

B. L. RICE,  
ಮೈಸೂರು ಮತ್ತು ಕೊಡಗು ಕೀಮೆಗಳ  
ವಿದ್ಯಾಭ್ಯಾಸದ ಡೈರೆಕ್ಟರ್.

*List of Studies for Hóbbli Schools.*

ಸರಕಾರದ ಹೋಬಳಿ ಮಠಗಳಲ್ಲಿ ನಡೆಯತಕ್ಕ ಪಾಠಗಳ ಕ್ರಮ.

೫ನೇ ತರಗತಿ	<ul style="list-style-type: none"> <li>೧ ಅಕ್ಷರಗಳನ್ನು ಓದುವದಕ್ಕೆ ಕಲಿಸುವದು.</li> <li>೨ ಮರಳಿನಲ್ಲಿ ಅಕ್ಷರಗಳನ್ನು ಕಾಗುಣಿತವನ್ನೂ ಬರಿಸುವದು.</li> </ul>
೫ನೇ ತರಗತಿ	<ul style="list-style-type: none"> <li>೧ ಮೊದಲನೇ ಪುಸ್ತಕದಿಂದ ಓದಿಸುವದು.</li> <li>೨ ಹಲಗೆಯ ಮೇಲೆ ಮಾತುಗಳನ್ನು ಬರಿಸುವದು.</li> <li>೩ ಅಂಕಗಳನ್ನು ಕನ್ನಡದಲ್ಲಿಯೂ, ಇಂಗ್ಲಿಷಿನಲ್ಲಿಯೂ ಬರೆಯ ಕಲಿಸುವದು.</li> <li>೪ ಲೆಕ್ಕಗಳನ್ನು ಎಕ್ಸ್ ಸ್ಥಾನ ದಶಕಸ್ಥಾನ ರೀತಿಯಾಗಿ ಓದಿಸುವದು.</li> </ul>
೬ನೇ ತರಗತಿ	<ul style="list-style-type: none"> <li>೧ ಕಥಾಸಪ್ತತಿಯನ್ನಾಗಲಿ, ಎರಡನೇ ಪುಸ್ತಕವನ್ನಾಗಲಿ ಅರ್ಥ ಸಹಿತ ಕಲಿಸುವದು.</li> <li>೨ ಮೊದಲನೇ ಪುಸ್ತಕದಿಂದ ಮಾತುಗಳನ್ನು ಹೇಳಿ ಬರಿಸುವದು.</li> <li>೩ ವಾಗ್ವಿಧಾಯಿನಿಯಲ್ಲಿ ಅಕ್ಷರ ಲಕ್ಷಣವನ್ನು ಕಲಿಸುವದು.</li> <li>೪ ಮಗ್ಗಿಗಳನ್ನೂ, ಮುಖ್ಯಗಳನ್ನೂ ಕಂ ಪಾ ಮಾಡಿಸುವದು.</li> <li>೫ ಕೂಡುವದು, ಕಳೆಯುವದು, ಗುಣಾಕಾರ, ಭಾಗ ಹಾರಗಳನ್ನು ಕಲಿಸುವದು.</li> <li>೬ ಭೂವಿವರಣೆಯಲ್ಲಿ ಕಬಾರ್ಥಗಳನ್ನು, ಮುಖ್ಯವಾದ ನೆಲ ಜಲ ಭಾಗಗಳನ್ನು ಕಲಿಸುವದು.</li> </ul>
೭ನೇ ತರಗತಿ	<ul style="list-style-type: none"> <li>೧ ಪದ್ಯನಾರವನ್ನು ಮೊದಲಿನಿಂದ ೨೦೦ ಪದ್ಯಗಳನ್ನು ಅರ್ಥ ಸಹಿತವಾಗಿ ಕಲಿಸುವದು.</li> <li>೨ ಕಥಾಮಂಜರಿಯನ್ನಾಗಲಿ, ಮೂರನೇ ಪುಸ್ತಕವನ್ನಾಗಲಿ, ಅರ್ಥ ಸಹಿತವಾಗಿ ಓದಿಸುವದು.</li> <li>೩ ಕಥಾಸಪ್ತತಿಯಿಂದಲಾಗಲಿ, ಎರಡನೇ ಪುಸ್ತಕದಿಂದಲಾಗಲಿ ಕಾಗದದ ಮೇಲೆ ಹೇಳಿ ಬರಿಸುವದು.</li> <li>೪ ಕೈ ಬರಹಗಳನ್ನು ಓದಿಸುವದು.</li> <li>೫ ವಾಗ್ವಿಧಾಯಿನಿಯಲ್ಲಿ ಕಬ್ಬ ಲಕ್ಷಣವನ್ನು ಓದಿಸುವದು.</li> <li>೬ ಅಮರ ಕೋಶವನ್ನು ಹೇಳುವದು.</li> <li>೭ ತೂಕದ ಲೆಕ್ಕವನ್ನು ರೂಪಾಯಿ ಆಣೆ ಲೆಕ್ಕವನ್ನು ಕಲಿಸುವದು; ಮತ್ತು ಈ ಲೆಕ್ಕದಲ್ಲಿ ಕೂಡುವದು, ಕಳೆಯುವದು, ಗುಣಾಕಾರ ಭಾಗ ಹಾರಗಳನ್ನು ಹಾಸಿಸುವದು.</li> <li>೮ ಭೂಪಠದಲ್ಲಿ ದೇಶಗಳನ್ನೂ, ಮುಖ್ಯ ಪಟ್ಟಣಗಳನ್ನೂ ತೋರಿಸುವದು.</li> </ul>

೧ನೇ ತರಗತಿ	೧	ಪದ್ಯಸಾರವನ್ನು ೧೦೦ನೇ ಪದ್ಯದಿಂದ ಕಡೇವರಿಗೂ ಅರ್ಥ ಸಹಿತವಾಗಿ ವೋದಿಸುವದು.
	೨	ಡಿಟೊ                      ಡಿಟೊ                      ಅರ್ಥ ಸಹಿತವಾಗಿ ವೋದಿಸುವದು.
	೩	ಯೋಗಕ್ಷೇಮ ಕಾಗದಗಳನ್ನೂ ಅರ್ಜಿಗಳನ್ನೂ ಕಾಗದದ ಮೇಲೆ ಬರಿಸುವದು.
	೪	ಕೈ ಬರಹಗಳನ್ನು ಓದಿಸುವದು.
	೫	ವಾಗ್ವಿಧಾಯಿನಿಯನ್ನು ಕಡೇವರಿಗೂ ಕಲಿಸುವದು.
	೬	ಟೀಕಾಮರವನ್ನು ಹೇಳುವದು.
	೭	ತೈರಾಣಿಕ, ಬಡ್ತಿ ಲೆಕ್ಕ, ಭಿನ್ನರಾಶಿಗಳನ್ನು ಹಾಕಿಸುವದು.
	೮	ಪೈಮಾಯಿಷಿ ಲೆಕ್ಕವನ್ನು ಕಲಿಸುವದು.
	೯	ಜಮಾಖರ್ಚು ಲೆಕ್ಕ, ಗ್ರಾಮ ಲೆಕ್ಕಗಳನ್ನು ಹಾಕಿಸುವದು.
	೧೦	ಭೂಪ್ರದತ್ತಿ ಪರ್ವತಗಳು, ನದಿಗಳು, ದೇಶದ ಎಲ್ಲಾ ಪಟ್ಟಿಗಳು, ಉತ್ಪತ್ತಿ, ಜನಸಂಖ್ಯೆ ಇವುಗಳನ್ನು ಕಲಿಸುವದು.

ದರಾ—೧ ಇದಲ್ಲದೆ ಮೃಗಗಳಲ್ಲಿ ಶೆಲುಗು ಓದಿಸಬೇಕಾದಲ್ಲಿ ಇದೇ ಕ್ರಮವನ್ನೇ ಅನುಸರಿಸಿ ಕಲಿಸಬಹುದು.

೨ ಮತ್ತು ಹುಡುಗರನ್ನು ಅವರು ಇರುವ ತರಗತಿಯಿಂದ ಅದಕ್ಕೆ ಮೇಲಿರುವ ತರಗತಿಗೆ ಕೇರಿಸಬೇಕಾದರೆ ಸಬ್ ಡಿಪ್ಯುಟಿ ಇನ್ಸ್‌ಪೆಕ್ಟರ್ ಬಂದು ಪರೀಕ್ಷೆ ಮಾಡಿದ ಹೊರ್ತು ಕೇರಿಸ ಕೂಡದು.

ಬಕಾರೀಖು ೧೦ನೇ ಮಾಹೇ ಭೆ }  
 ಬ್ರವರಿ ಸ೯ ೦೮೬೯ನೇ ಇಸ }  
 ವಿ ದರಜಾಗ ಬೆಂಗಳೂರು. }

B. L. RICE,  
 ಮೈಸೂರು ಮತ್ತು ಕೊಡಗು ಕೀಮೆಗಳ  
 ವಿದ್ಯಾಭ್ಯಾಸದ ಡೈರೆಕ್ಟರ್.



### Instructions to Sub-Deputy Inspector of Hobli Schools.

ಹೋಬಳಿ ಮಠಗಳ ಸಬ್ ಡಿಪ್ಯುಟಿ ಯಿನ್ಸ್ಪೆಕ್ಟರೆಂಬ ಪರಿಚ್ಛೇದಕರಿಗೆ  
ನೇಮಿಸಿ ಯಿರುವ ನಿಬಂಧನೆಗಳು.

೧. ಸಬ್ ಡಿಪ್ಯುಟಿ ಯಿನ್ಸ್ಪೆಕ್ಟರುಗಳು ತಮಗೆ ನೇಮಕವಾಗಿರುವ ಡಿಸ್ಟ್ರಿಕ್ಟ್‌ನಲ್ಲಿ  
ನಾಲ್ಕು ತಿಂಗಳೊಳಗೆ ಫೊಂದಾವರ್ತಿ ಸುತ್ತಿಕೊಂಡು ಬರಬೇಕು. ಮತ್ತು ತಾವು  
ನಿತ್ಯವೂ ಮಾಡುವ ಪ್ರಯಾಣದ ಪಟ್ಟಿಯನ್ನು ಆಯಾ ತಿಂಗಳ ಆಪೊರಿನಲ್ಲಿ ಇನ್ಸ್ಪೆಕ್ಟರ್  
ಸಾಹೇಬರಿಗೆ ಕಳುಹಿಸ ಬೇಕು.

೨. ಅವರು ಯಾವ ಡಿಸ್ಟ್ರಿಕ್ಟ್‌ಗೆ ನೇಮಿಸಲ್ಪಟ್ಟಿರುತ್ತಾರೋ ಆ ಡಿಸ್ಟ್ರಿಕ್ಟ್‌ನ ಕಸಬಾ  
ಅವರ ವಾಸಸ್ಥಳವೆಂದು ತಿಳಿಸಿಕೊಳ್ಳ ಬೇಕು.

೩. ನಾಲ್ಕು ನಾಲ್ಕು ತಿಂಗಳಿಗೆ ಅಂದರೆ—ಜುಲೈ—ನೋವೆಂಬರ್—ಮಾರ್ಚ್  
ತಿಂಗಳುಗಳ ಆಪೊರಿನಲ್ಲಿ ಅವರ ವಿಚಾರಣೆಗೆ ಕೇರಿದ ಪ್ರತಿ ಹೋಬಳಿ ಮಠದ ಸ್ಥಿತಿಯನ್ನೂ,  
ಅಭಿವೃದ್ಧಿಯನ್ನೂ ಕುರಿತು ಮತ್ತು ಸಾಮಾನ್ಯವಾಗಿ ವಿದ್ಯಾಭಿವೃದ್ಧಿಗೆ ಸಂಬಂಧಪಟ್ಟ  
ವಿಷಯಗಳು ಅಥವಾ ಮುಖ್ಯವಾಗಿ ಹೋಬಳಿ ಮಠಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟ ವಿಷಯಗಳಲ್ಲಿ  
ಯಾವ ಇತರ ವಿಚಾರಗಳೂ, ಅವರವರ ತಾತ್ಪರ್ಯಗಳೂ ಕನ್ನಡದಲ್ಲಿ ಇನ್ಸ್ಪೆಕ್ಟರ್  
ಸಾಹೇಬರಿಗೆ ಪೂರ್ಣವಾದ ರಿಪೋರ್ಟನ್ನು ಬರೆಯ ಬೇಕು.

೪. ಎಲ್ಲಾ ಮಠಗಳಲ್ಲಿಯೂ ಪ್ರತಿ ಹುಡುಗನು ಪೂರೈಸಬೇಕಾದ ಅಂಶಗಳನ್ನೆಲ್ಲಾ ಪರಿ  
ಕ್ಷಿಸ ಬೇಕು. ೧ನೇ ೨ನೇ ತರಗತಿಗಳಲ್ಲಿ ಹುಡುಗರನ್ನು ಕೆಲವು ಅಂಶಗಳಲ್ಲಿ ಬರಹದ  
ಮೂಲಕವಾಗಿ ಪರೀಕ್ಷಿಸ ಬಹುದು.

೫. ಪರೀಕ್ಷಿಸಿದ ತರುವಾಯ ಫೊಂದೊಂದು ತರದಲ್ಲಿ ಅರ್ಹರಾಗಿ ಕಾಣ ಬರುವ  
ಹುಡುಗರನ್ನು ಮೇಲಿನ ತರಗತಿಗೆ ಕೇರಿಸ ಬಹುದು.

೬. ಹುಡುಗರು ಮಠಕ್ಕೆ ಬಂದು ಕೇರುವ ಮತ್ತು ಬಿಟ್ಟು ಹೋಗುವ ದಾಖಲೆ  
ಪಟ್ಟಿ ೧, ದಿನ ದಿನದಲ್ಲೂ ಹುಡುಗರು ಬರುವುದು ಮತ್ತು ಬಾರದೆ ಯಿರುವ ದಾಖಲೆ ಪಟ್ಟಿ  
೧, ಇವುಗಳನ್ನು ಚನ್ನಾಗಿ ವಿಚಾರಿಸ ಬೇಕು. ಮತ್ತು ಹೋಬಳಿ ಪಂಚೋಪದೇಶಕ್ಕೆ  
ನೇಮಿಸಿ ಯಿರುವ ನಿಬಂಧನೆಗಳನ್ನು ವಿಚಾರ ನಡೆದ ಹಾಗೆ ತಿಳಿಯ ಬಂದರೆ ಆ ಸಂಗತಿ  
ಯನ್ನು ರಿಪೋರ್ಟು ಮಾಡ ಬೇಕು.

೭. ಪ್ರತಿ ಮಠವನ್ನೂ ಪರೀಕ್ಷಿಸುವ ಕಾಲದಲ್ಲಿ ಆಯಾ ಮಠದ ಅಭಿಮಾನಕರ್ತ  
ರಾಗಿರುವ ಗ್ರಾಮಸ್ಥರಿಗೆ ತಿಳಿಸಿ ಪರೀಕ್ಷಿಸ ಬೇಕು.

೮. ಅವರವರ ವಿಚಾರಣೆಗೆ ಆದೀನ ಪಡಿಸಿ ಇರುವ ಪ್ರತಿ ಮಠದ ಅನುಕೂಲ  
ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಮಿಂದಲೂ, ಮೇಲೆ ಹೇಳಿದ ಅಭಿಮಾನಕರ್ತರಾದ ಪ್ರತಿ ಗ್ರಾಮಸ್ಥ  
ರನ್ನೂ ಸ್ನೇಹ ಪಡಿಸುವದರಲ್ಲಿ ಮಾಡುವ ಪ್ರಯತ್ನ ದಿಂದಲೂ, ಸಬ್ ಡಿಪ್ಯುಟಿ ಇನ್ಸ್ಪೆಕ್ಟರ್  
ಕರ್ತವರ ಯೋಗ್ಯತೆ ವಿಶದವಾಗುವದು.

ಬಕಾರಿಯು ೧೨ನೇ ಮಾಹೆ  
ಭೆಬ್ರುವರಿ ೧೮೮೯ನೇ  
ಯಿಸವಿ, ದರಜಾಗ ಬೆಂಗಳೂರು.

B. L. RICE,  
ಮೈಸೂರು ಮತ್ತು ಕೊಡುಗು ಕೀಮೆಗಳ  
ವಿದ್ಯಾಭ್ಯಾಸದ ಡೈರೆಕ್ಟರ್.

ದಿವ್ಯ ಕೃಷ್ಣ ಹೋಬಳಿ ಸ್ಕೂಲಗಳ ಸಬ್ ಡಿವ್ಯುಟಿ ಇನ್‌ಸ್ಪೆಕ್ಟರರವರಿಗೆ  
ಬರೆಸಿದ ಹುಕ್ಕುಂ ಆಂಕಿ.

ನೀವು ಯಾವ ದಿವ್ಯ ಕೃಷ್ಣ ನೇಮಿಸಲ್ಪಟ್ಟಿರುತ್ತೀರೋ ಅದಿವ್ಯ ಕೃಷ್ಣನಲ್ಲಿ ಸಾ ಪಿಸಲ್ಪಟ್ಟಿರುವ ಹೋಬಳಿ ಮತಗಳ ವೊಂದು ಪಟ್ಟಿಯನ್ನು ಗರ್ಭೀಕರಿಸಿ ಇರುವುದಲ್ಲದೆ ನಿಮ್ಮ ನಡವಡಿತೆಗೋಸ್ಕರ ಯೇರ್ಪಟ್ಟಿರುವ ನಿಬಂಧನೆಗಳನ್ನು ಮತ್ತು ಹೋಬಳಿ ಪಂತ್ಯೋಜಿ ಗಳು ಅನುಸರಿಸಿ ನಡೆಯುವ ಬಗ್ಗೆ ಯೇರ್ಪಟ್ಟಿರುವ ನಿಬಂಧನೆಗಳ ನಕಲುಗಳನ್ನು ಸಹಾ ಗರ್ಭೀಕರಿಸಿ ಇದ್ದ.

೧. ಹೋಬಳಿ ಮತಗಳ ಯೇರ್ಪಾಟು ಈಗಲೇ ಪ್ರಾರಂಭವಾಗಿರುವುದರಿಂದ ತತ್ಕಾಲದಲ್ಲಿ ಪ್ರತಿ ವೊಂದು ದಿವ್ಯ ಕೃಷ್ಣನಲ್ಲಿಯೂ ಬಹಳ ಕೊಂಚ ಮತಗಳು ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟಿವೆ. ಆದ್ದರಿಂದ ನಿಮ್ಮ ಕೆಲಸವು ಈ ಮತಗಳ ವಿಚಾರಣೆಯನ್ನು ಮಾಡುವುದಕ್ಕೆ ಮಾತ್ರವೇನೆ ಕಟ್ಟಿ ಮಾಡಲ್ಪಟ್ಟು ಯಿಥೆಯಂದು ತಿಳಿಯ ಕೊಡದು. ಆದರೆ ಆಯಾಯ ಹೋಬಳಿಗಳಲ್ಲಿ ವಿದ್ಯಾಭಿವೃದ್ಧಿಗೆ ಸಂಬಂಧ ಪಟ್ಟ ವಿಷಯಗಳನ್ನು ಅಥವಾ ತತ್ಸಂಬಂಧಪಟ್ಟ ಯಾವ ಯಿತರ ವಿಚಾರಗಳನ್ನು ತಿಳಿಯುವ ಮತ್ತು ಹೋಬಳಿ ಪಂತ್ಯೋಜಿ ಕೆಲಸಕ್ಕೆ ಯೇ ಗೃಹಾದ ಮನುಷ್ಯರನ್ನು ಸಂಪಾದಿಸುವ ಈ ಯೆರಡು ಅಭಿಪ್ರಾಯಗಳಿಂದ ಸರಕಾರದ ಮತವಿದ್ದರೂ, ಅಥವಾ ಯಿಲ್ಲದಿದ್ದರೂ ನಿಮ್ಮ ದಿವ್ಯ ಕೃಷ್ಣನ ಪ್ರತಿ ವೊಂದು ಹೋಬಳಿಗೆ ಹೋಗಿ ನೋಡುವುದೇ ನಿಮ್ಮ ಮುಖ್ಯ ಕೆಲಸವಾಗಿರುತ್ತೆ. ಕಡೆಲಿ ಪ್ರತಿ ಹೋಬಳಿಗೂ ವೊಬ್ಬ ಪಂತ್ಯೋಜಿಯೂ ಬೇಕಾಗಿರುವುದರಿಂದ ಹೀಗೆ ನೀವು ಪಂತ್ಯೋಜಿ ಕೆಲಸಕ್ಕೆ ಯೇ ಗೃಹಾದ ಮನುಷ್ಯರನ್ನು ಸಂಪಾದಿಸಿ ಗರಿಯಾದ ಶಿಬ್ಬುಪಾಟು ಹೊಂದುವದಕ್ಕೋಸ್ಕರ ಅವರು ಯಾವ ದಿವಿರ್ಜನಲ್ಲಿರುತ್ತಾರೋ ಆ ದಿವಿರ್ಜಗೋಸ್ಕರ ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟಿರುವ ನಾರ್ಕಲ್ ಸ್ಕೂಲನ್ನು ಕೇರುವ ಹಾಗೆ ಅವರಿಗೆ ಪ್ರೆರೆಪಿಸಬೇಕು.

೨. ಯಾವ ಹೋಬಳಿಯಿಂದಲಾದರೂ ನೀವು ವೊಬ್ಬ ಮನುಷ್ಯನನ್ನು ನಾರ್ಕಲ್ ಸ್ಕೂಲಿಗೆ ತಯಾರಾಗುವುದಕ್ಕೆ ಕಳುಹಿಸುವಾಗ ಆ ಮನುಷ್ಯನು ಪಂತ್ಯೋಜಿ ಕೆಲಸಕ್ಕೆ ನೇಮಿಸಿರುವ ಪರಿಕ್ಷೆಯನ್ನು ಕೊಟ್ಟನಂತರ ಛನಹಾ ಅಲ್ಲಿಗೆ ಬಂದು ಮತ ಯಿಡುವುದಕ್ಕೆ ಯೋಗ್ಯವಾದ ವೊಂದು ಹೊಸ ಮನೆಯನ್ನು ಕಟ್ಟುವ ವಿಷಯದಲ್ಲಾದರೂ ಅಥವಾ ಕಟ್ಟಿದ ಮನೆಯನ್ನು ಉಪಯೋಗ ಪಡಿಸಿ ಕೊಳ್ಳುವ ವಿಷಯದಲ್ಲಾದರೂ, ಅಲ್ಲಿರುವ ಜನಗಳ ಸಂಗಡ ಹೇಳಿ ತರದೊದ್ದಿ ಮಾಡಿಸಬೇಕು.

೩. ನೀವು ನಿಮ್ಮ ದಿವ್ಯ ಕೃಷ್ಣನಲ್ಲಿ ಕ್ರಮವಾಗಿ ವೊಂದು ತಾಲ್ಲೂಕು ತರುವಾಯ ಮತ್ತೊಂದು ತಾಲ್ಲೂಕಿಗೆ ಹೋಗಿ ಆಯಾಯ ತಾಲ್ಲೂಕಿನಲ್ಲಿರುವ ಪ್ರತಿ ಹೋಬಳಿಯನ್ನು ನೋಡಬೇಕು. ವೊಂದು ತಾಲ್ಲೂಕಿನ ಸಂಚಾರವು ತೀರಿದ ಮೇಲೆ ನೀವು ವಿಚಾರಿಸಿದ ಸಂಗತಿಯನ್ನೆಲ್ಲಾ ಈ ಯಿಲಾಖೆಗೆ ರಿಪೋರ್ಟ್ ಮಾಡತಕ್ಕದ್ದು.

೪. ಯಾವ ಯಾವ ಹೋಬಳಿಗಳಲ್ಲಿ ಮತಗಳು ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟವೆಯೋ ಆಯಾ ಹೋಬಳಿಗಳಲ್ಲಿ ವಾಸವಾಗಿರುವವರ ಪ್ರೆರಿ ಬಹಳ ಯೋಗ್ಯರಾಗಿಯೂ, ಪ್ರಬಲರಾಗಿಯೂ

ಮಹದ ಮೇಲ್ ವಿಚಾರಣೆಯನ್ನು ತೆಗೆದು ಕೊಳ್ಳುವದಕ್ಕೆ ಯಿಷ್ಟವುಳ್ಳವರಾಗಿಯೂ, ಮತ್ತೆ ಆದರ ವಿಷಯದಲ್ಲಿ ಬಹಳ ಅಭಿಮಾನ ಕರ್ತರಾಗಿಯೂ ಯಿರುವ ಯಿಬ್ಬರು ಮು ವ್ಯರು ಗ್ರಾಮಸ್ತರ ಹೆಸರುಗಳನ್ನು ಅವರ ಕಸಬುಗಳನ್ನು ಸಹಾ ರಿಪೋರ್ಟ್ ಮಾಡ ಂಕು. ಹೀಗೆ ಯೇರ್ಪಡಿಸುವದರಲ್ಲಿ ವೇಬ್ಬ ಪಟೀಲನನ್ನಾದರೂ, ಗಾಡನನ್ನಾದರೂ, ಕಟ್ಟೆಯನ್ನಾದರೂ ಅಥವಾ ಯಿವರಿಗೆ ಸಮಾನರಾದ ಮನುಷ್ಯರನ್ನಾದರೂ ಯೇರ್ಪಡಿಸ ಂಕು. ಹೀಗೆ ಯೇರ್ಪಡಿಸುವದರಿಂದ ವುಟಾಗುವ ವುತ್ತರೋತ್ತರ ಕಾರ್ಯಗಳನ್ನು ಮನಸ್ಸಿನಲ್ಲಿ ಜಿನ್ನಾಗಿ ಆಲೋಚಿಸಿ ಬಹಳ ಜಾಗರೂಕತೆಯಿಂದ ಈ ಜನಗಳನ್ನು ಯೇ ರ್ಪಡಿಸ ಂಕು.

ಬಾಂಗ್ಲಾಕು ಒಕ್ಕನೇ ಮಾಹೆ ಮಾರ್ಚಿ ಸರ್ ಸರ್ಕಿಸ್ ಯಿಸವಿ.

B. L. RICE,

ಮೈಸೂರು ಮತ್ತು ಕೊಡಗು ಕೀಮೆಗಳ ವಿಭಾಗ್ಯಾಸದ ಡೈರೆಕ್ಟರ್.

## GOVERNMENT SCHOOL HOLIDAYS.

### NOTIFICATION.

With the approval of the Chief Commissioner, the following new rule, regarding holidays to be granted to Government Schools in the Province of Mysore, is published for general information.

In supersession of existing arrangements, each Government School, with the exception of those at the Head Quarters of a District, and where there are European Masters, will be allowed holidays to the extent of 30 days a year, in one unbroken period, at such time as the Head Master may apply for the indulgence, provided that not less than 8 months elapse between one such vacation and another.

In addition to the aforementioned period of one month in the year, the schools will be closed on all authorized public holidays, including 7 days at Christmas and 5 days at Easter, allowed to Government Offices.

OFFICE OF THE DIRECTOR OF P. I.

BANGALORE,

24th March 1869.

B. L. RICE,

Offg. Director of Public Instruction,  
Mysore and Coorg.

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1869.

## APPENDIX V.

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### TABULAR STATEMENTS.

1. Government Schools, Higher and Middle Class.
2.       Do.       Lower class.
3.       Do.       Girls' Schools.  
          Do.       Special Schools.
4. Grant-in-aid Schools, Higher and Middle Class.
5.       Do.       Lower Class.
6.       Do.       Girls' Schools.
7. Abstract of Receipts and Charges in all Schools.
8. Abstract of Expenditure in Educational Department.





1	2	3	4	5	6	7	8
NAME OF INSTITUTION.	LOCALITY.	When established	Number of pupils on the Rolls at the end of the year.				Average number of pupils
			Hindus	Mahomedans.	Others.	Total	
SUPERIOR ANGLO-VERNACULAR.							
Higher Class.							
High School ...	Bangalore ..	1858	462	12	35	509	4
The Raja's School...	Mysore ...	1833	186	2	6	194	1
District School ...	Hassan ...	1852	99	11	1	111	1
Do do ...	Toomkoor	1852	70	...	2	72	1
Do do ...	Shimoga ...	1854	58	4	13	75	1
Do do ...	Chituldroog	1861	30	1	3	34	1
Do do ...	Chikkamagalúru	1862	40	1	3	44	1
Do do ...	Kolár ...	1863	80	2	1	83	1
			1025	33	64	1122	96
INFERIOR ANGLO-VERNACULAR.							
Middle Class.							
Talook School ...	Hunasúru...	1861	36	3	3	42	1
Do do ...	Dévanahalli	1861	20	...	...	20	1
Do do ...	Channapatna	1862	21	...	1	22	1
Do do ...	Narasipura	1863	18	...	...	18	1
Do do ...	Chikka Ballápura	1864	50	3	1	54	1
Do do ...	Shikáripura	1865	26	...	...	26	1
Do do ...	Harihara ...	1865	17	2	1	20	1
Do do ...	Chikkanáyakanahalli	1865	12	2	...	14	1
Do do ...	Yelandúru	1867	31	...	...	31	1
			231	10	6	247	24
			1256	43	70	1369	121



22	23	24	25	26	
Year.	Difference.		Annual Cost of educating each pupil		REMARKS.
Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
15,962	7 0	10,428 4 2	...	...	...
7,606	5 3	1,357 13 0	...	...	...
4,421	0 0	403 12 9	...	...	...
2,603	1 7	462 3 6	...	...	...
3,921	2 8	433 4 11	...	...	...
3,034	14 0	157 14 8	...	...	...
2,242	9 3	212 14 0	...	...	...
2,501	14 0	372 7 0	...	...	...
12,293	5 9	13,628 10 0	...	...	...
1,502	12 0	200 0 11	...	...	...
1,483	8 2	95 0 0	...	...	...
1,104	0 0	92 0 6	...	...	...
1,572	0 0	116 14 0	...	...	...
1,346	8 0	288 12 10	...	...	...
786	3 8	65 5 6	...	...	...
720	0 0	108 2 11	...	...	...
858	7 3	94 13 7	...	...	...
600	0 0	144 8 0	...	...	...
9,973	7 1	1,205 10 3	...	...	...
52,266	12 10	15,034 4 3	...	...	...

B. L. RICE,  
*Offg. Director of Public Instruction.*









	2	3	4	5	6	7	8	
STATION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average number of Pupils on the Rolls annually.	
			Hindus.	Mahomedans.	Others.	Total.		
S.	... Mágadi	... 1863	41	4	...	45	45	
	... Dévanahalli	... 1864	40	0	...	40	40	
	... Channapatna	... 1865	20	5	...	25	25	
	... Dodda Ballápura	... 1866	167	1	...	168	168	
	... Hosakóte	... 1866	36	4	...	40	40	
	... Sarjapura	... 1867	40	12	...	52	52	
	... Yelahanka	... 1868	30	0	...	30	30	
	... Clósepété	... 1869	20	6	...	26	26	
	.		394	32	...	426	426	
	& Canarese)	Chintamani	... 1863	62	2	...	64	64
		.. Mulabágalu	... 1864	67	3	...	70	70
		... Kolár	... 1865	20	0	...	20	20
		... Sriniváspura	... 1865	42	8	...	50	50
		... Chikka Ballápura	... 1865	75	0	7	82	82
		... Sidlaghatta	... 1865	19	1	...	20	20
		... Góribidanúru	... 1867	28	2	...	30	30
		... Narasapura	... 1867	24	16	...	40	40
		... Bagépalli	... 1869	20	0	...	20	20
				357	32	7	396	396
		... Toomkoor	... 1852	43	14	...	57	57
... Chikkanáyakanahalli		... 1863	13	3	...	16	16	
... Maddagiri		... 1865	57	10	...	67	67	
... Tiptur		... 1865	9	3	...	12	12	
.. Srírá		... 1866	23	4	...	27	27	
... Turivékere		... 1867	7	...	...	7	7	
... Koratágere		... 1867	34	2	...	36	36	
... Hulyúrdurga		... 1869	20	...	...	20	20	
		206	36	...	242	242		

22			23			24			25			26			REMARKS.
Total.			Difference.			Annual Cost of educating each pupil.			Total Cost.			Cost to Govern-ment.			
8 year.			Excess of Receipts over Charges.			Excess of Charges over Receipts.									
435	15	4	111	7	8	...	...	...	10	14	5	8	1	10	
180	0	0	30	0	0	...	...	...	6	9	0	5	10	0	
198	12	0	11	2	0	...	...	...	6	13	8	6	7	6	
460	5	2	147	4	0	...	...	...	3	12	4	2	9	2	
432	0	0	78	1	1	...	...	...	12	3	6	10	1	10	
316	0	0	61	7	0	...	...	...	6	3	1	4	15	10	
276	0	0	62	10	2	...	...	...	9	8	3	7	5	9	
55	6	2	7	6	0	...	...	...	2	2	1	1	13	7	
2,354	6	8	509	5	11	...	...	...							
760	0	0	54	12	3	...	...	...	12	14	1	11	15	3	
384	4	0	24	3	0	...	...	...	6	7	5	6	3	3	
351	8	0	30	9	9	...	...	...	11	15	7	10	8	4	
358	0	0	22	9	9	...	...	...	10	8	6	9	13	9	
236	0	0	25	1	0	...	...	...	3	7	6	3	1	8	
887	12	0	42	9	11	...	...	...	...	...	...	...	...	...	
644	0	0	47	7	3	...	...	...	18	6	5	17	0	8	
301	4	0	43	3	6	...	...	...	9	6	7	8	1	0	
63	2	2	5	11	2	...	...	...	3	2	6	2	13	11	
3,085	14	2	296	3	7	...	...	...							
468	0	0	72	2	0	...	...	...	10	14	2	9	3	4	
96	0	0	15	9	6	...	...	...	6	0	0	5	0	5	
585	9	10	54	14	5	...	...	...	10	1	7	9	3	8	
286	2	5	43	10	7	...	...	...	17	14	2	15	2	6	
400	5	9	35	3	7	...	...	...	16	0	3	14	9	8	
276	0	0	11	15	0	...	...	...	39	6	10	37	11	7	
276	0	0	35	0	7	...	...	...	9	13	9	8	9	8	
15	9	10	...	...	...	...	...	...	0	12	6	0	12	6	
2,403	11	10	268	7	8	...	...	...							





District.

NAME OF INS

REMARKS.

MYSORE.

Talook School

Do  
Do  
Do  
Do  
Do  
Do

HASSAN.

Talook School

Do  
Do  
Do  
Do  
Do



District	NAME OF
SHIMOGA.	Lower
	Ca
	Talook School
	Do
	Do
KADOOR.	Do
	Do
	Do
	Do
	Do
CHITULDRONG.	Talook School
	Do
	Do
	Do
	Do
	Do
	Talook School
	Do
	Do
	Do
	Do
	Do
	Hindustani Sch
	Do
	Do
	Do

		2	3	4	5	6	7	8
INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average number of Pupils on the Rolls monthly.	
			Hindus.	Mahomedans.	Others.	Total.		
ER CLASS.								
narese.								
...	... Ságara	... 1865	44	1	...	45	45	
...	... Shikaripura	... 1865	53	6	...	59	54	
...	... Chennagiri	... 1866	30	...	...	30	32	
...	... Holé Honnúru	... 1867	40	...	...	40	36	
...	... Shimoga	... 1868	58	...	...	58	25	
...	... Nyamti	... 1869	20	...	...	20	18	
			245	7	...	252	210	
...	... Bánávára	... 1865	21	...	...	21	21	
...	... Kadoor	... 1865	26	...	...	26	22	
...	... Bírúru	... 1867	34	...	...	34	33	
...	... Tarikere	... 1867	12	4	...	16	17	
...	... Chikkamagalúru	... 1868	18	1	1	20	12	
...	... Wastára	... 1869	20	1	...	21	21	
			131	6	1	138	125	
...	... Chituldroog	... 1865	20	11	2	33	18	
...	... Harihara	... 1865	19	...	...	19	14	
...	... Hosadurga	... 1866	34	1	...	35	19	
...	... Pávagada	... 1866	23	...	...	23	20	
...	... Dávanagere	... 1868	50	10	...	60	70	
...	... Huljar	... 1869	7	3	...	10	10	
...	... Molakalumúru	... 1869	23	...	...	23	23	
			176	25	2	203	174	
ool ...	... Toomkoor	... 1853	...	40	...	40	39	
...	... Mysore	... 1855	...	12	...	12	10	
...	... Kolár	... 1865	...	60	...	60	61	
...	... Chituldroog	... 1867	4	12	...	16	15	
			4	124	...	128	125	1
			1915	279	10	2204	1863	14

22			23			24			25			26			REMARKS.
Total			Difference.						Annual Cost of educating each pupil.						
									Total Cost.			Cost to Government.			
Excess of Receipts over Charges.			Excess of Charges over Receipts.												
38	0	0	55	10	6	...	...	...	8	11	9	8	7	11	
41	8	9	20	4	0	...	...	...	6	5	2	5	15	2	
66	0	0	34	2	4	...	...	...	11	7	0	10	5	11	
69	2	7	36	5	0	...	...	...	13	0	6	12	0	5	
84	0	0	53	0	3	...	...	...	11	5	9	9	5	10	
69	10	2	20	14	6	...	...	...	3	13	4	2	11	3	
58	5	6	220	4	7	...	...	...							
90	0	0	25	7	0	...	...	...	18	9	1	12	9	6	
38	0	0	52	4	0	...	...	...	15	5	10	12	15	10	
11	0	0	49	11	3	...	...	...	13	2	6	11	9	8	
14	6	0	24	5	4	...	...	...	20	13	6	19	6	8	
22	10	0	32	12	3	...	...	...	13	8	10	10	13	2	
30	14	2	3	13	0	...	...	...	2	14	4	2	11	5	
35	14	2	188	4	10	...	...	...							
90	0	0	37	13	0	...	...	...	10	0	0	7	14	5	
11	6	0	14	0	0	...	...	...	14	6	2	13	6	2	
20	10	0	44	1	1	...	...	...	18	15	8	16	10	7	
16	8	0	40	5	11	...	...	...	15	13	2	13	12	11	
8	7	2	100	6	6	...	...	...	3	13	3	2	6	4	
6	5	11	4	13	0	...	...	...	5	10	2	5	2	11	
4	6	2	11	2	6	...	...	...	2	12	9	2	5	0	
7	5	3	252	10	0	...	...	...							
8	0	0	50	10	4	...	...	...	4	4	11	3	0	2	
7	11	10	6	8	0	...	...	...	10	12	4	10	1	11	
8	0	0	61	0	8	...	...	...	4	8	5	3	8	5	
0	0	0	25	12	6	...	...	...	12	0	0	10	4	6	
1	11	10	143	15	6	...	...	...							
6	13	3	2,265	14	11	...	...	...							

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1	2	3	4	5	6	21
NAME OF INSTITUTION.	Locality.	When established	Number of pupils on the Rolls at the end of the year			Extraordinary.
			Hindus.	Mahomedans.	Others.	
Hindu Girl's School ...	Bangalore.	1868	50	...	...	3
" " ...	Chintamani.	1868	45	...	...	8
" " ...	Sriniváspura.	1868	22	4	...	...
			117	4	...	1

General Normal School ...	Bangalore.	1861	33	...	1	3
Hóbli Normal School ...	Nandidroog Division.	1868	...	...	...	17
Do " ...	Ashtagram Division.	1868	...	...	...	9
Do " ...	Nagar Division.	1868	...	...	...	9
Engineering School ...	Bangalore.	1860	18	1	15	3
			51	1	16	4
						9

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
BANGALORE, 4th May 1869.



10 B 10 C 10 D			21			22			23			24			25			26			27		
Number of pupils on the studying in each language at the end of the year.			During the year.						Difference.						Annual Cost of educating each pupil								
Cashmere.	Hindustani.	Telugu.	Extraordi- nary.			Total			Excess of Receipts over Char- ges.			Excess of Charges over Receipts			Total Cost.			Cost to Government.					
90	...	...	3	5	4	375	1	4	23	4	0	...	...	...	10	11	6	10	0	10			
...	...	45	8	9	4	278	9	4	...	...	...	...	...	...	6	10	1	6	10	1			
12	...	14	...	...	...	246	0	0	4	0	0	...	...	...	10	13	11	10	11	1			
62	...	59	1	14	8	899	10	8	27	4	0	...	...	...									

23	...	...	2	0	0	5,100	12	8	...	...	...	...	...	...	116	2	5	116	2	5			
70	...	...	...	...	...	725	2	0	...	...	...	...	...	...	4	4	3	4	4	3			
92	...	...	...	...	...	565	0	0	...	...	...	...	...	...	6	2	3	6	2	3			
92	...	...	...	...	...	697	9	4	...	...	...	...	...	...	7	9	4	7	9	4			
...	...	...	7	2	6	4,339	6	6	264	0	0	...	...	...	144	10	4	135	13	6			
379	...	...	9	2	6	11,427	14	6	264	0	0	...	...	...									

B. L. RICE,  
Offg. Director of Public Instruction.

	1	2	3	4	5	6	7
	NAME OF INSTITUTION.	LOCALITY.	When established.	Number of pupils on the Rolls at the end of the year.			
				Hindus.	Mahomedans.	Others.	Total.
	HIGHER CLASS.						
	English.						
1	Bishop Cotton's School ... ..	Bangalore.	1865	...	...	71	
2	St. Andrew's School ... ..	"	1866	...	...	69	
	Anglo-Vernacular.						
3	London Mission Institution ... ..	"	1847	119	1	36	
4	Native Educational Institution ... ..	"	1851	234	15	26	
5	Wesleyan Mission School ... ..	Mysore.	1855	170	2	3	
	MIDDLE CLASS.			523	18	205	
	English.						
6	Cantonment Orphanage ... ..	Bangalore.	1866	...	...	41	
7	Ordnance School ... ..	Fort.	1832	31	...	30	
8	St. John's District School ... ..	Bangalore.	1854	7	4	63	
	Anglo-Vernacular.						
9	London Mission Cantonment School ... ..	"	1854	93	6	23	
10	" " Alsur ... ..	"	1862	60	...	...	
11	St. Joseph's Catholic Seminary, English	"	1857	8	...	93	
12	St. Mary's Catholic Seminary ... ..	"	1854	...	...	29	
13	St. Patrick's Catholic Seminary ... ..	"	1860	56	3	37	
				227	13	316	
				750	31	521	1302

22	23	24	25	26	REMARKS.
Difference.		Annual Cost of educating each pupil.			
Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
8,046 13 4	294 10 8	...	110 3 8	51 8 1	
4,666 0 0	...	402 0 0	102 8 10	36 14 9	
0 1 40 0 0	...	157 6 9	68 4 3	4 0 0	
5,030 0 0	...	...	25 3 6	7 8 9	
2,800 0 0	...	50 0 0	16 0 0	6 13 8	
8,722 13 4	294 10 8	609 6 9	...	...	
2,563 10 0	965 8 10	...	72 4 6	17 9 0	
626 7 0	19 7 8	...	22 5 0	16 0 0	
7,232 11 5	...	17 5 3	20 5 9	13 7 10	
2,220 0 0	...	517 0 0	20 2 11	3 4 4	
7,356 0 0	...	52 6 0	24 10 6	4 5 10	
2,381 12 0	...	...	27 1 1	9 6 6	
1,222 0 0	...	...	33 0 0	14 1 9	
1,870 0 0	35 0 0	...	21 0 2	10 12 7	
10,965 8 5	1,020 0 6	586 11 3	...	...	
14,738 5 9	1,314 11 2	1,166 2 0	...	...	

B. L. RICE,  
*Off. Director of Public Instruction*



1871

1871





1	2	3	4	21
NAME OF INSTITUTION.	LOCALITY.	When established.	Number of students during the year.	
			Hindus.	Extraordinary.
<b>LOWER CLASS.</b>				
<i>English.</i>				
St. Marks Ragged School ...	... Bangalore.	1864	103	6 6
<i>Anglo Vernacular.</i>				
Blackpalli Catholic School ...	... do	1832	50	0 0
Catholic School...	... Mysore.	1861	11 550	0 0
Madrassa Mahammadia ...	... Bangalore.	1862	242	7 6
<i>Vernacular.</i>				
Blackpalli Catholic School ...	... do	1832	...	...
Commissariat Hindustani School	... do	1864	...	...
Chintamani Sanskrit	... Chintamani.	1868	2 32	12 0
Clósep té Hindustani	... Clósep té.	1865	...	...
Chennagiri	... Chennagiri.	1868	...	...
Chetnahalli Brauch	... Chetnahalli.	1868	...	...
Dodda Ballápura Hindustani,	... Dodda Ballápura.	1868	...	...
Gun Troop Tanil	... Gun Troop, Bangalore.	1864	24	12 0
Hasan ul Madrasa	... Hassan.	1865	22	5 0
Honnali Hindustani	... Honnali.	1868	74	12 0
Ku igallu	... Ku igallu.	1864	...	...
Kalasa Canarese	... Kalasa.	1864	...	...
Madrassa Ahmedia	... Sr niváspura.	1865	...	...
" Bowring	... Mysore.	1863	...	...
" Islamia	... Bangalore.	1860	8	6 0
" Islamia	... Chintamani.	1856	30	0 0
" Ibrahim	... Echinpalli.	1841	20	0 0
" Kudusi	... Bangalore.	1863	89	0 0
" Mahammadia	... Channapaṭṇa.	1864	20	0 0
" Mahammadia	... French Rocks.	1865	43	1 2
" Mufid ul Anam	... Bangalore.	1861	...	...
" Sultani	... do	1866	74	2 11
" Sultani	... Hurasáru.	1858	14	0 0
Mélkóta Sanskrit School	... Mélkóta.	1855	4	15 8
Ranur Hindustani School ...	... Ranur.	1868	7	19 1 0
Sadar Véda Sidhanta Sabha Seminaries	... Bangalore.	1842	26	84 13 4
Shethalli Catholic School	... Shethalli.	1862	6	30 0 0
Shimoga Hindustani School...	... Shimoga.	1864	16	0 0
Tyamagondal " " ...	... Tyamagondal.	1868	...	...



21			22			23			24			25			26			REMARKS.
during the year.						Difference.						Annual Cost of educating each pupil.						
Extraordinary.			Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
103	6	6	443	2	4	98	13	8	...	...	...	13	0	6	5	4	8	
50	0	0	1,660	0	0	...	...	...	198	0	0	21	4	6	7	11	1	
550	0	0	1,210	0	0	..	...	...	605	0	0	10	12	10	2	10	10	
242	7	6	1,346	7	6	...	...	...	30	0	0	10	15	1	4	14	0	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	204	0	0	...	...	...	...	...	...	8	8	0	4	4	0	
32	12	0	252	12	0	...	...	...	...	...	...	10	15	9	4	5	6	
...	...	...	253	1	0	...	...	...	9	1	0	7	3	8	3	6	10	
...	...	...	180	0	0	...	...	...	...	...	...	6	0	0	...	...	...	
...	...	...	92	8	0	...	...	...	...	...	...	4	10	0	3	0	0	
24	12	0	285	12	0	...	...	...	...	...	...	6	5	7	2	7	1	
22	5	0	134	12	0	...	...	...	...	...	...	3	4	7	2	5	5	
74	12	0	591	12	0	5	6	0	...	...	...	12	13	9	4	12	6	
...	...	...	216	0	0	...	...	...	...	...	...	8	4	11	...	...	...	
...	...	...	240	0	0	...	...	...	...	...	...	12	0	0	6	0	0	
...	...	...	74	0	0	...	...	...	...	...	...	4	14	11	3	9	7	
...	...	...	496	0	0	...	...	...	...	...	...	11	0	4	4	14	2	
8	6	0	1,196	6	0	492	0	0	..	...	...	9	0	3	4	8	8	
30	0	0	1,242	0	0	12	0	0	...	...	...	10	8	4	5	1	4	
20	0	0	264	0	0	...	...	...	...	...	...	8	12	9	4	0	0	
89	0	0	186	12	0	34	0	0	...	...	...	7	2	11	3	2	9	
20	0	0	1,371	0	0	...	...	...	...	...	...	9	2	2	4	0	0	
43	1	2	558	1	2	17	1	7	...	...	...	4	13	7	2	1	4	
...	...	...	316	11	6	1	4	6	...	...	...	10	14	8	4	2	2	
74	2	11	699	6	11	...	...	...	16	1	3	10	7	0	3	9	3	
14	0	0	649	0	0	...	...	...	...	...	...	6	7	10	2	3	2	
4	15	8	343	15	8	...	...	...	5	4	8	9	4	9	2	15	6	
19	1	0	579	1	0	...	...	...	...	...	...	7	3	9	5	12	0	
...	...	...	240	0	0	...	...	...	...	...	...	10	0	0	4	9	4	
84	13	4	1,311	1	4	98	1	4	...	...	...	4	12	8	2	2	10	
80	0	0	360	0	0	...	...	...	13	0	0	6	6	10	3	3	5	
16	0	0	556	0	0	...	...	...	...	...	...	18	8	6	12	0	0	
...	...	...	277	0	0	...	...	...	...	...	...	5	8	7	...	...	...	
53	15	1	17,824	10	5	758	11	1	877	0	11	...	...	...	...	...	...	

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B. L. RICE,





1				2	3	4	5	6
NAME OF INSTITUTION.				LOCALITY.	When established.	Number of pupils on the Rolls at end of the year.		
						Hindus.	Mahomedans.	Others.
<i>English.</i>								
1	Bishop Cotton's School	..	..	Bangalore.	1865	...	...	34
2	St. John's District do	..	..	Do.	1854	...	...	71
3	Do Infant do	..	..	Do.	1854	...	...	47
4	Wesleyan Mission do	..	..	Do.	1865	...	...	...
<i>Anglo-Vernacular.</i>								
5	Convent of the Good Shepherd	..	..	Do.	1854	50	...	...
6	London Mission Boarding School	..	..	Do.	1842	...	...	...
7	Wesleyan Mission Orphan do	..	..	Do.	1855	30	...	...
<i>Vernacular.</i>								
8	Alsar Caste Girls' School	..	..	Do.	1864	40	...	...
9	Blackpalli Catholic School	..	..	Do.	1832	1	...	76
10	Hindu Female School	..	..	Do.	1854	102	...	...
London Mission Day Schools.								
11	Do do do	Arlépeté	..	Do.	1863	65	5	...
12	Do do do	Balepété	..	Do.	186	31	...	...
13	Do do do	Cubbonpété	..	Do.	1867	77	...	6
14	Do do do	Hosapété	..	Do.	1867	88	1	...
15	Do do do	Kurubarapété	..	Do.	1863	120	4	11
16	Do do do	Yelégowdanhalli	..	Do.	2868	40	...	...
17	Do do do		..	Anekallu.	1866	40	...	...
18	Do do do		..	Yelahanka.	1868	14	4	...
19	Mahomedan Female Educational Institution.		..	Bangalore.	1867	...	108	...
20	Mysore Catholic School	..	..	Mysore.	1863	27	...	...
21	Shethalli do do	..	..	Shethalli.	1864	30	...	...
22	Shimoga Hindu Girls' School	..	..	Shimoga.	1868	33	...	...
23	Wesleyan Mission Day School...	..	..	Bangalore.	1860	110	4	...
24	Wesleyan Mission Day Schools.							
	Do do do	Fort...	...	Mysore.	1865	20	...	...
25	Do do do	Mandi Street	...	Do.	1867	40	...	...
26	Do do do	Srirama Pété	...	Do.	1855	43	...	...
27	Do do	Boarding School	...	Toomkoor.	1859	24	...	...
28	Do do	Day School	...	Do.	1858	70	...	...
						1095	126	390

22			23			24			25			26			REMARKS.
Difference.									Annual Cost of educating each pupil.						
Total.	Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Govt.					
88 2 4	...	...	...	14 10 4	...	...	117 4 9	...	...	55 4 8	...	...	...		
55 1 9	...	...	...	8 9 1	...	...	15 10 6	...	...	9 13 4	...	...	...		
30 7 3	53	9 5	...	0 0 0	...	...	8 0 1	...	...	5 6 2	...	...	...		
14 3 8	..	...	...	183 3 5	...	...	71 15 3	...	...	25 4 2	...	...	...		
0 0 0	...	...	...	330 0 0	...	...	23 6 3	...	...	10 11 5	...	...	...		
2 6 7	127	9 5	...	...	...	...	80 1 9	...	...	27 4 4	...	...	...		
8 2 0	38	14 8	...	...	...	...	49 9 2	...	...	21 6 10	...	...	...		
3 3 4	...	...	...	26 6 4	...	...	7 0 10	...	...	4 0 0	...	...	...		
2 2 11	...	...	...	...	...	...	7 10 6	...	...	5 7 3	...	...	...		
2 11 0	...	...	...	337 6 0	...	...	8 12 8	...	...	2 3 9	...	...	...		
0 0 0	...	...	...	...	...	...	13 10 11	...	...	6 1 11	...	...	...		
0 0 0	...	...	...	200 0 0	...	...	31 9 7	...	...	12 0 0	...	...	...		
0 0 0	...	...	...	4 0 0	...	...	14 12 9	...	...	7 3 2	...	...	...		
0 0 0	...	...	...	...	...	...	14 0 11	...	...	...	...	...	...		
0 0 0	180	0 0	...	...	...	...	7 10 2	...	...	2 2 11	...	...	...		
0 0 0	...	...	...	...	...	...	4 8 6	...	...	1 15 1	...	...	...		
15 10 0	29	11 10	...	...	...	...	42 6 7	...	...	15 0 0	...	...	...		
0 0 0	...	...	...	...	...	...	7 0 0	...	...	...	...	...	...		
7 8 8	438	6 3	1,104	3 2	...	...	...	...	...	...	...	...	...		



368—69.

MARKS.

REMARKS.

ICE,  
instruction.





No. 8.

*Abstract of Expenditure of the Educational Department for the year 1868—69.*

CHARGES.	From Imperial Funds.	From Local Funds.	Total Expenditure.	REMARKS.
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year 1868—69.

		CHARGES.												REMARKS.		
		Schools of the Lower Class.			Hóblí Schools.			Female Schools.			Total.					
Education	{	Government	17,746	13	3	10,195	3	11	899	10	8	81,108	8	8		
		Private	17,824	10	5	...	...	...	25,077	8	8	92,590	8	10		
Education	{	Government	...	...	...	1,987	11	4	...	...	...	11,427	14	6		
		Private	...	...	...	...	...	...	...	...	...	...	...	...		
Total.			35,571	7	8	12,182	15	3	25,977	3	4	1,85,127	0	0		

OFFICE OF THE DIRECTOR  
BANGALORE

B. L. RICE,  
Offg. Director of Public Instruction



# No. 8.

*Abstract of Expenditure of the Educational Department for the year 1868—69.*

CHARGES.	From Imperial Funds.			From Local Funds.			Total Expenditure.			REMARKS.
GENERAL ADMINISTRATION.										
Direction and its subsidiary charges.	12,855	15	3	...	...	...	12,855	15	3	
Inspection and its subsidiary charges.	11,619	2	0	...	...	...	11,619	2	0	
INSTRUCTION.										
Government Schools.										
GENERAL.										
Higher Class .. ..	41,575	1	10	718	3	11	42,293	5	9	
Middle Class .. ..	9,373	7	1	600	0	0	9,973	7	1	
Lower Class .. ..	17,746	13	3	...	...	...	17,746	13	3	
Boys' Schools .. ..	10,195	3	11	...	...	...	10,195	3	11	
Girls' Schools .. ..	903	10	8	...	...	...	903	10	8	
Other items .. ..	1,769	12	0	...	...	...	1,769	12	0	
Government Schools .. ..	...	...	...	...	...	...	...	...	...	
SPECIAL.										
General Normal Schools .. ..	5,100	12	8	...	...	...	5,100	12	8	
High Normal Schools... ..	1,987	11	4	...	...	...	1,987	11	4	
Engineering School .. ..	4,339	6	8	...	...	...	4,339	6	8	
GRANT-IN-AID.										
Higher Class. ....	10,310	0	0	25,412	13	4	35,722	13	4	
Middle Class. ....	4,960	0	0	9,005	8	5	13,965	8	5	
Lower Class. ....	7,536	0	0	10,288	10	5	17,824	10	5	
Girls' Schools ....	9,960	0	0	15,117	8	8	25,077	8	8	
Miscellaneous, including Book Department .. ..	15,918	12	3	0	0	0	15,918	12	3	
Grand Total . . .	1,66,151	12	11	61,142	12	9	2,27,294	9	8	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

BANGALORE, 4th May 1869.

B. L. RICE,

Offg. Director of Public Instruction.



## APPENDIX VI.

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### STATISTICAL RETURNS.

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# STATISTICS OF INSTRUCTION

TABULATED ACCORDING TO THE FORMS PREPARED BY THE

## STATISTICAL COMMITTEE.

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#### **A** ECCLESIASTICAL.

#### **B** EDUCATIONAL.

1. UNIVERSITIES (NONE).

2. SCHOOLS.

#### **C** LITERARY AND SCIENTIFIC.

1. LITERARY AND SCIENTIFIC SOCIETIES.

2. THE PRESS.



*Province of Mysore for the year 1868—69.*

		ed y.	From Fees and Offerings.	Explanatory Remarks.
Christian	Roman Cathol	0	10	*54 Chapels, 30 Institutions, Schools and others. †The Priest at Mysore receives from His Highness Rs. 30 a month. ‡The fees and offerings are small and irregular.
	Church of Eng	0	\$600	7 Churches, 8 Schools, exclusive of Regimental schools §Local Subscriptions.
	Church of Scot	0	324	
	Protestant Dis	0	1146	
	Wesleyan	0	3,205-10-1	Local Subscriptions.
	Independ	0	0	Pastor supported by free-will offerings.
	Baptists	0	0	
	Greeks ...	...	...	
	Armenians ...	...	...	
	Unitarians	...	...	
	Hindu ...	...	26,189	
	Mahomedan ...	...	1,571	
	Soonee	...	0	
	Sheeah	...	0	
	...	...	1,901	
	Buddhist or Jain	...	...	
		993	43,131	

OFFICE OF THE DIRECTOR  
BANGALORE

B. L. RICE,  
Offg. Director of Public Instruction.

or

12

12



for the year 1868—69.

		TUTIONS AIDED AND UNAIDED.						Grand Total of Schools.	Grand Total of average attendance.	Proportion of attendance to population.	
		daily.	Income.			No. of persons instructed in					
			From Endowments.	From Fees.	From Government Grant.	English.	Vernacular.				General.
Arts	...										
Professional	...										
Higher	...	670	14,436	10,976	10,310	746	469	...	13	1,504	
Middle	...	480	7,757	1,248	4,960	547	327	...	18	685	
Lower	...	663	8,739	53,991	7,536	276	25,775	...	2155	32,389	
SCHOOLS—											
Higher	...	173	1,809	3,493	4,040	137	61	...	...	...	
Middle	...	98	217	308	950	138	...	...	...	...	
Lower	...	029	9,168	122	4,970	44	1378	...	28	1,115	
SCHOOLS—											
For Masters	...	...	...	...	...	...	...	...	...	...	
For Mistresses	...	...	...	...	...	...	...	...	...	...	
Schools	...	...	...	...	...	...	...	...	...	...	
Total.....	113	42,126	70,138	32,766	1888	28,010	...	2214	35,693	1 in 110.4	

VICE OF THE I  
BA

B. L. RICE,  
Offg. Director of Public Instruction.



1868-69.

NAME	Members or Visitors.				Registered or not.	When established.
	Male.	Female.	Juvenile.	Total.		
<i>Bangalore</i>						
Mysore Museum	129,712	73,822	...	203,534	Not.	1865
Book Society	79	...	...	79	"	1833
Literary and Scientific	104	Ladies of a member's own family	...	104	"	1868
St. John's Library for	30	5	4	39	"	1854
Hindu Literary Union	16	...	...	16	"	1862
Cantonment Mutual Society ...	9	...	...	9	"	1867
Mahomedan Library	16	...	10	26	"	1862
<i>Mysore</i>						
Native Literary Society	35	...	...	35	"	1866
Mutual Improvement	42	...	...	42	"	1867
<i>Shimoga</i>						
Literary Union						No Return.

OFFICE OF THE

B. L. RICE,  
Offg. Director of Public Instruction.





NAME.	NUMBER OF NEWSPAPERS.						Month.
	Daily.		Bi or Tri-weekly.		Weekly.		
	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	
Mysore Government Press.					The Mysore Gazette in English and Canarese.		
Columbian Press ..			Bangalore Herald, English				
Wesleyan Mission Press ...							
Roman Catholic Press ...							
Karnatic Press ...							
Sadar Vēda Siddānta							
Sabha Press...							

# STATIST

## Scienti

Annual Return in the 1

PERIODICALS.			YEAR.			REMARKS.
Yearly.		Occasionally.	Other Languages.			
Other Languages.	English.	Other Languages.	English.	Other Languages.	No. of Copies.	
Number of Books.						
Canarese.						
				Katha Saptati ...	10,000	
				Padya Sāra ...	10,000	
				Matriculation Text book (with English notes) ...	400	
				Registration Manual ...	2,500	
				11 Books ...	43,500	
				Philosophia Indorum ...	200	
				English and Canarese Instructor ...	400	
				English and Canarese Grammar... ..	200	
				Sattiyōpad 'sham ...	350	
				Japapastakam ...	300	
				3 Books ...	2,700	
				808 Books ...	1,800	
250	1000					

NUMBER OF NEWSPAPERS.							
Daily.		Bi or Tri-weekly.		Weekly.		Monthly.	
English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.
						150 Copies of Anché Chelan.	25,000 Copies
						24	
						170	

DIRECTOR OF PUBLIC INSTRUCTION,  
 ALORÉ, 4th May 1869.



# STATISTICAL

## Scientific

THE

Annual Return in the P-69.

Yearly.		Occasionally.		Other Languages.		REMARKS.
English.	Other Languages.	English.	Other Languages.	No. of Copies	Number of Books.	No. of Copies
					2 Books ...	2,000
					Bhagavat Gita ...	1,000
					Naja Charitra ...	1,500
					6 Books...	3,000
						No Return
						No Return

B. L. RICE,  
Offg. Director of Public Instruction.



**R E P O R T**  
**ON**  
**PUBLIC INSTRUCTION**  
**IN**  
**MYSORE**  
**FOR THE YEAR 1869—70.**



**BANGALORE :**  
**MYSORE GOVERNMENT PRESS,**  
**1870.**

**PRINTED AND PUBLISHED**  
**BY J. P. GARRETT, SUPT., MYSORE GOVT. PRESS,**  
**BANGALORE—1870.**

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## REVIEW BY THE CHIEF COMMISSIONER OF THE REPORT ON PUBLIC INSTRUCTION IN MYSORE FOR 1869—70.

1. Mr. J. Garrett, Director of Public Instruction, returned from leave to Europe on the 12th May 1869, and has submitted the report on the progress of education for the year.

2. The extension of educational operations in the Province, as compared with the returns of the year previous, is exhibited in the subjoined statement :—

	1868—69.		1869—70.	
	Schools.	Scholars.	Schools.	Scholars.
Government Schools.	89	4,839	98	5,527
Sub-Talook Schools.	146	5,088	239	5,837
Grant-in-aid.	74	5,202	78	5,773
Total.	309	15,129	415	17,137

3. It will be seen from the above that there has been an addition of 102 schools (9 Government and 93 sub-talook) to the number open in 1868—69, and that 4 more private schools were brought under the operation of the grant-in-aid rules during the past year.

4. The number of children receiving instruction in all these schools shews an increase of 2,008.

5. An analysis of the statistics for the several descriptions of schools shews that 15,066 boys and 2,071 girls were under instruction. This gives a proportion of four per thousand to the population. Classified by race there were 13,715 Hindus, 1,999 Mahomedans and 1,423 Europeans or Eurasians.

Analysis of school statistics.

6. The classification of schools was as follows :—

Classification of Schools.

	Government.	Aided.
Higher Class, ..	7	5
Middle „ ..	10	9
Lower „ } Talook ..	69	} 36
„ } Sub-Talook. 239		
Female Schools „ ..	5	28
Normal „ ..	4	0
Special ..	3	0
Total.	337	78

7. The scheme for the establishment of hóbli and village schools has made fair progress during the past year.

8. Three new female schools have been opened ; one at Chituldroog by the people themselves.

9. There has been no change in the controlling agency during the year. At present the Province is divided into two Circles of Inspection ; but owing to the large increase of schools consequent on the introduction of the scheme for the hóbli or sub-talook schools, the Director of Public Instruction thinks it will soon be requisite to appoint a third Inspector, when the Circles can be made to correspond with the three Divisions of the Province.

10. The expenditure in education during the year under review amounted in the aggregate to Rs. 2,83,911 under the following heads :—

Financial Statistics.

Direction .. .. 13,070

Inspection .. .. 19,720

Instruction and all other

educational expenditure 2,51,121

of the last item, a sum of Rs. 74,637 was from local funds, and the rest from the public revenue. The cost of direction and inspection was five and seven per cent respectively to the total expenditure.

11. The Director of Public Instruction has brought to notice that the branch examinations of the Madras University held at Bangalore and Mysore, have had a marked effect on education in this Province,

University Examinations.



and have tended to raise the character of the superior schools. There were 114 candidates examined in the Matriculation standard, and 35 for the First Arts examination ; nearly 43 per cent passed for the latter, and nearly 25 for the former. The Government High School at Bangalore maintained its place as the head of the list of schools in the Province, which furnished the successful candidates. Four candidates from this Province have distinguished themselves during the year, two in having obtained the degree of Bachelor of Arts, and two that of Bachelor of Laws.

12. The Bangalore High School has taken its place as the highest educational institution in the Province. The attendance of students was somewhat less than last year ; but this arose from changes made in the constitution of the lower classes, and from having fixed periods for admission of scholars. Ten students out of fifteen who were sent up, passed the Matriculation examination. The fees have increased from Rs. 2,811—12—0 in 1868—69, to Rs. 3,148—8—0 during the past year.

Higher Class Schools.  
Government Schools.

13. The progress of the Rájá's School at Mysore is reported to have been eminently satisfactory, a result due to the meritorious exertions of the Head Master Mr. Dunning. The number of students in attendance has risen from 262 to 356, and the fees collected during the year amounted to Rs. 780, against Rs. 554 the year previous. Two students, out of three sent up, passed the First Arts test, and four out of seventeen the Matriculation test.

14. Amongst the district schools, the school at Hassan is considered to be the best, both in regard to number and efficiency. The Kolár School has attained a place in the University list, and is favorably reported on. The school at Shimoga has improved, and the number of scholars has risen from 70 to 120. The backward condition of the school at Chituldroog, which is attributed to the want of system and effort on the part of the Head Master, is to be regretted.

15. There are 11 Anglo-vernacular schools established at talook kasabás with an average number of 287 pupils. The school at Dévanahalli was abolished, and the saving thus effected was devoted to raising the standard of the school of Chikka Ballápura. The result of the measure

Middle Class Schools.

has been favorable. It is proposed to transfer the school at Harihara, as the place is no longer a military station, and has lost its importance.

16. The talook Kanarese schools were increased from 57 to 65, and including the 4 Hindustani schools, the average attendance was 2,419. The school at Dodda Ballápura has maintained its place as first in this class. The school at Mysore and most of the other schools of this class are favorably reported on. The school at Nyámti in the Nagar Division was the second school in the list in point of numbers, but the attendance had fallen to 62; many of the parents objected to history and geography being taught, and refuse to purchase the books on these subjects.

17. Of the four Hindustani schools, the one at Kolár still holds its place as the best. The attendance amounts to 81 pupils, and in general attainments the boys of this school are reported to be equal to any in the Province. The school at Mysore continues to be unfavorably reported, and measures will probably have to be taken for the removal of the present master.

18. The term hóbli is not known out of Mysore, and it may be as well to state that it means a sub-division of a talook, and comprises several villages. There are 645 such hóbli's, each with an average area of 41 square miles, and a population of 6,040 persons. The scheme for the establishment of this class of schools was introduced during the year previous, and no less than 168 were opened during the year under review. In some places upwards of 70 pupils attend, which may be taken as a criterion of their popularity. The school-houses have all been built or purchased by the people, or else some suitable house is rented. In some instances the schools have been built at the expense of a single individual.

19. It was estimated that at least 200,000 boys in Mysore, who were of an age to attend school, were left without instruction of any sort. The necessity for the extension of education amongst the rural population had long been felt, and that not only were due arrangements required for the training of the youthful Mahárája, but also for the people being so educated as to place them on a par with the rest of the people of India; and there is every reason to hope that the measures that have been initiated

in the establishment of the class of schools under consideration, will produce satisfactory results in this latter respect.

20. There are schools of this class for girls in the places marginally noted. The school at Bangalore was opened about 2 years ago, and is so well attended that an assistant master had to be appointed. It was considered that female schools might have been indefinitely increased ; but the Director of Public Instruction remarks that we may be too

**Female Schools.**

\*Bangalore.  
Chintamani.  
Srinivāspura.  
Māgadi.  
Hassan.

eager for reform and for the introduction of what is in itself good, when it involves changes which to the native mind are very great. Time and a just perception of the advantages of female education will assuredly arouse a desire amongst the people for its extension ; but till such is the case, it would be unwise to press forward the formation of schools of this class. Aid has, therefore, only been granted where the establishment of female schools has originated with the people themselves.

21. The teachers from the General Normal School have generally turned out fairly. Their qualifications for teaching are well spoken of, and some of them especially are bringing their pupils on very well.

**Normal Schools.**

There are 11 students in the English class, and 26 in the vernacular branch, some of the latter are Vaidika Brahmans, who are peculiarly fitted for the work from their knowledge of native literature, and their devotion by tradition and custom to a life of study.

22. There are also 3 Hóbjī or Sub-Talook Normal Schools, one for each Division of the Province. In these schools no less than 163 students trained and passed during the year.

23. It is impossible to over estimate the importance of the effect that the establishment of this class of schools may be expected to have in furthering education amongst the masses ; for in Mysore, as elsewhere in most parts of India, nothing could be more defective than the qualifications for their duties of the class of men on whom the task of teaching had previously devolved throughout the State.

24. This school is intended to train up a subordinate class of skilled méstris amongst natives. The ten scholarships are said to be eagerly sought after, and

**Engineering School.**

nine of the youths had come up to the standard. The last examination was not, however, satisfactory.

25. In the Central Jail at Bangalore, 200 adults had been placed under instruction, and are reported to be remarkably attentive and to shew interest in the work. This year the female prisoners were also included, but with no very satisfactory results as yet.

26. The boys in the Reformatory attached to the Central Jail, Bangalore, made fair progress. They work also daily in the garden attached to the jail.

27. The following results relative to the schools brought under the grant-in-aid system are gleaned from the report of the Director of Public Instruction, in which full details will be found.

	No.		No. of Pupils average monthly.		Average daily attendance.	
	1868-69.	1869-70.	1868-69.	1869-70.	1868-69.	1869-70.
Higher Class Schools ... ..	5	5	781	784	670	702
Middle " ... ..	8	9	513	523	410	484
Lower " ... ..	33	36	2,067	2,144	1,912	1,956
Female " ... ..	28	28	1,578	1,711	1,265	1,397
Total.....	74	78	4,939	5,162	4,257	4,539

28. The public grants-in-aid to these schools during the past year amounted to Rs. 34,564, and the expenditure from all sources, other than Government grants-in-aid, to Rs. 73,797, the latter in the year previous was Rs. 59,822. The fees collected amounted to Rs. 19,333. The progress in these schools during the year is reported to have been satisfactory. Eight of the pupils passed the University First Arts, and eight the Matriculation examinations. Amongst the female schools the London Mission Day Schools have the large attendance of 600 girls. The useful and important work carried on by this class of schools in Mysore merits special notice and acknowledgment in these remarks. The unwearied labor of those controlling and directing them are beyond all praise, and cannot be too highly appreciated and commended.

29. The indigenous schools were fully described in the report of the Director of Public Instruction for the year previous, and call for no particular remark.

Private Un-aided Schools.

*The following Statement contains statistical information regarding all the several classes of Government and other Schools which receive Public Grants-in-aid.*

No.	CLASS OF SCHOOLS.	No. of Pupils.				Fees realized.		Cost charged to or provided from		Average Total.	Cost to Government.			
		Hindus.	Mahomedans.	Others.	Total.	Total Attendance.	Total Amount.	Average per Pupil.	Imperial Funds.			Other Sources.	Total.	
<i>Government Schools.</i>														
7	Higher Class	1,044	26	62	1,132	1,060	5,105	4 11	2	40,678	40,678	38 5 11	33 8 11	
10	Middle do	353	14	6	373	287	840	2 15	5	10,319	11,159	38 14 1	33 0 5	
69	Lower Talook	2,527	341	12	2,880	2,419	1,550	0 10	3	23,250	24,800	9 9 9	8 15 6	
239	Do Hobli	5,837	...	...	5,837	5,837	...	...	...	13,676	...	2 5 5	2 5 5	
5	Female	136	...	...	133	127	25	0 2	11	1,258	1,385	9 14 5	9 11 4	
4	Normal	328	14	1	343	342	...	...	...	12,540	...	38 10 8	36 10 8	
344	Total.....	10,225	393	81	10,701	10,072	7,520	...	...	1,01,721	840	1,02,561	9 8 1	8 11 4
<i>Private Institutions under Government Inspection.</i>														
6	Higher Class	654	17	223	893	784	11,390	6 14	8 5	10,356	29,428	50 11 10	13 3 4	
9	Middle do	253	10	306	569	523	1,554	2 3	5	5,920	13,913	37 11 8	11 5 1	
36	Lower do	708	1,241	384	2,376	2,144	1,512	0 11	3	7,964	9,401	8 12 3	3 1 5	
28	Female	1,308	202	425	1,935	1,711	5,273	3 1	3	10,324	26,965	18 4 7	6 9 6	
78	Total.....	2,925	1,513	1,395	5,773	5,162	19,331	3 5	7	34,561	73,797	18 12 4	5 15 9	
412	Grand Total.....	13,150	1,908	1,416	16,474	15,234	23,853	1 10	1	1,38,285	74,637	2,10,922	12 12 10	8 4 4

30. In addition to the above, the several missions maintain 32 unaided schools at an aggregate annual cost of nearly Rs. 6,000, at which 1,272 children are educated. There is also a large number of indigenous unaided native schools in Mysore, almost wholly Kanarese, which are attended by many pupils. The education given at them is of the most elementary character.

31. Additional Government scholarships to the extent of Rs. 600 have been founded during the past year, in connection with the Rája's School at Mysore.

Scholarships.

32. Employment under the Mysore Government is not contingent on having passed an examination, but appointments are now seldom bestowed on any who have not received some amount of education at school. The fact that the two Native Deputy Superintendents in charge of districts, and several of the Native Assistant Superintendents of the Mysore Commission, owe their high positions to the superior education they have received in the schools of Mysore, has proved a great stimulus in the cause of education. Many voluntarily pass the General and Special Test examinations of the Madras Uncovenanted Civil Service, so as to possess a certificate of their attainments. Upwards of 300 candidates were examined at the last examinations.

33. While the study of English in a thorough manner has been extended, it is considered that all attempts to teach a mere smattering of the language, by the multiplication of inferior schools, are injurious to the cause of education. The masses of the people must be reached through the medium of their own language, and, however desirable it is to encourage the study of English amongst the natives of Mysore, it would be a grievous injustice to the mass of the people to allow vernacular education to be neglected with that object, or to devote to the latter more than a reasonable proportion of the public funds available for the general purposes of education. The increase of suitable vernacular test books will greatly advance the progress of general native education.

The English language in Indian Education.

34. The demand for school books has steadily increased. The number of books brought in stock for the year was 63,333 at a cost of Rs. 23,147. The sale proceeds amounted to Rs. 19,235.

Book Department.

35. The following Kanarese books and maps were published during the year :—

			Copies.
Bhúvivarāṇé, Geography	..	..	.. 5,000
Vágvidháyini, Grammar	..	..	.. 5,000
The Bhagavat Gíta	..	..	.. 1,000
India Déshta Charitré, History of India	..	..	.. 5,000
England Déshta Charitré, History of England	..	..	.. 5,000
Large wall map of the World	..	..	.. 1,000

36. The several gentlemen and others connected with the educational department, named by the Director in the conclusion of his report as having rendered zealous and efficient service in the performance of their duties during the past year, merit acknowledgment therefore here, as do also the exertions of the Director, Mr. Garrett, himself.

BANGALORE, }  
30th August 1870. }

R. J. MEADE,  
Chief Commissioner of Mysore.





OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
NANDIDROOG, dated 24th May 1870.

From J. GARRETT, Esq.,

*Director of Public Instruction in Mysore.*

To

CAPTAIN R. A. COLE,

*Offg. Secretary to the Chief Commissioner  
of Mysore.*

SIR,

I have the honor to submit my Report on Public Instruction in Mysore for the official year 1869—70.

2. The following table exhibits at a glance the results of the Numerical Results. year's operations.

Description.	1868—69.		1869—70.	
	Schools.	Scholars.	Schools.	Scholars.
Government ... ..	89	4,839	98	5,527
Government Hóblí.. ...	146	5,088	239	5,837
Grant-in-aid ... ..	74	5,202	78	5,773
Total.....	309	15,129	415	17,137

It thus appears that 106 new schools have been established, and 2,008 more children brought under instruction.

3. The scheme for the establishment of hóbli or village schools, which was brought into operation the previous year, has been successfully extended during the year under report, and at the present rate of progress all the hóbli in the Province will be furnished with schools some time in 1872.

Hóbli Schools.

4. The last report mentioned the opening of Government female schools ; these have been well attended ; two new ones have been established at Hassan and Mágadi at the request of the inhabitants, and one has been commenced at Chituldroog by the people themselves ; the prejudices against female education are evidently growing less.

Female Schools.  
5. Seven new talook schools have been opened during the year, and three others submitted for sanction ; sixty-seven out of the eighty talooks in the Province, are now provided with superior vernacular schools, in which a tolerably complete course of instruction is given to those who remain long enough to go through it.

Talook Schools.  
6. Numerous applications have been received from various parts of the country, for grants-in-aid to Sanskrit schools, which for the following reasons it has been deemed right to encourage. It has long been a matter of regret that the English system of instruction undesignedly tends to alienate from us the really learned men of the country. The literature and science they chiefly value have been altogether ignored. And we have thus lost the co-operation of the most cultivated classes, who could have rendered valuable aid in creating the vernacular literature we wish to promote. Looking too at the question from a native point of view it was deemed advisable to afford grants-in-aid to at least one Sanskrit school in each district. The best school has been selected for the purpose ; it has been laid down as a condition that the Dévanágari character should be used, and modern methods of teaching adopted.

Sanskrit Schools.  
7. Grants-in-aid have been withdrawn from four schools in which the Inspectors found that a good secular education was not imparted : due warning was previously given, but as no improvement took place the grants were discontinued. New grants have been sanctioned to eleven vernacular schools during the year ; and from the 1st of April, fourteen additional schools will receive grants-in-aid, the Budget provision not admitting of their being included at an earlier period.

8. The necessity for a Hindustani Normal Class has long been recognized, and as a qualified master was at length obtained, the class was formed in the early part of the year, and masters have been under training.

9. The total number receiving instruction in Government and grant-in-aid schools is 17,137; of these 15,033 are boys, and 2,071 girls. Classified according to race 13,715 are Hindus; 1,999 Mahomedans and 1,423 Europeans or Eurasians. The description of schools and the attendance at those of each grade, are exhibited below:—

Description of Schools.	Government.		Grant-in-aid.	
	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.
Higher Class ...	7	1,132	5	893
Middle " ...	10	373	9	569
Lower ... { Talook ...	69	2,880	} 36	2,376
Hóbbi ...	239	5,837		
Female Schools ...	5	136	28	1,935
Normal Schools ...	4	343	0	0
Special Schools ...	3	663	0	0
Total.....	337	11,364	78	5,773

10. The preparation of a series of elementary school books in Kanarese has been continued. The grammar and geography referred to in the last report have been published, and an arithmetic is in the press. The large map of the world in Kanarese has also been completed and published.

11. After this brief preliminary review, I proceed to report the operations of the department in the usual order.

## I. CONTROLLING AGENCIES.

12. No addition has been made to the staff of Inspecting Officers; but the appointment of a third Inspector cannot longer be delayed, if the

work is to be efficiently performed. Instead of having two Circles of Inspection as at present, there would then be three divisions, the Nandidroog, the Ashtagram, and the Nagar, each of which now contains a sufficient number of schools to require the whole time and attention of one Inspector. For the hóbli schools there are eight Sub-Deputy Inspectors, one for each district.

## II. GENERAL FINANCIAL STATISTICS.

13. The expenditure on education under the three main heads prescribed by the Supreme Government, is shewn below :—

Charges.	Expenditure during 1869—70.	
	From Imperial Funds.	From Local Funds.
Direction with its subsidiary charges ...	13,070—0—0	0
Inspection with its subsidiary charges ...	19,720—4—0	0
Instruction (including all educational expenditure not coming under the above heads.)	1,76,484—10—11	74,637
Total Rs.....	2,09,274—14—11	74,637

14. An analysis of the expenditure on instruction gives the following results :—

Description of Schools.	Government.		Grant-in-aid.	
	From Imperial Funds.	From other sources.	From Imperial Funds.	From other sources.
Higher Class ...	40,677	...	10,356	29,428
Middle ...	10,320	840	5,920	13,913
Lower { Talook ...	23,250	...	7,964	9,491
{ Hóbli ...	13,676	...	...	...
Female Schools ...	1,258	...	10,324	20,965
Normal Schools ...	12,546	...	...	...
Engineering School ...	5,228	...	...	...
Total Rs. . .	1,06,949	840	34,564	73,797

### III. UNIVERSITY EXAMINATIONS.

15. The branch examinations of the Madras University have been remarkably beneficial in their effects on education. They have tended to raise the character of all the superior schools in the Mysore country. They were held this year at the stations of Bangalore and Mysore, and were numerously attended. Some of the candidates were from schools that competed for the first time. The following was the number examined.

Station.				Matriculation.	First Arts.
Bangalore	...	...	...	86	27
Mysore	...	...	...	28	8
Total.....				114	35

16. The results were above the average. In the First Arts Examination nearly 43 per cent having passed, as was the case last year, while in the Matriculation nearly 25 per cent passed. The annexed table shews the schools in Mysore from which the successful candidates came. It will be observed that fifteen passed the First Arts Examination, and twenty-eight the Matriculation Test. Five years ago there was only one matriculated student in the whole Province.

17. The following are the schools from which the successful candidates proceeded.

#### *First Arts Examination.*

School				First Class.	Second Class.	Total
High School, Bangalore	...	...	...	...	4	4
Native Educational Institution, Bangalore	...	...	...	1	2	3
London Mission Institution	..	...	...	...	3	3
Raja's School, Mysore	...	...	...	...	2	2
Wesleyan Mission School, Mysore	...	...	...	1	1	2
Hassan District School	...	...	...	...	1	1
						15

*Matriculation Examination.*

School.	First Class	Second Class.	Total.
High School, Bangalore ... ..	1	9	10
London Mission Institution ... ..			4
Rája's School, Mysore ... ..			4
Bishop Cotton's School, Bangalore ... ..			4
Native Educational Institution, Bangalore ... ..			3
Wesleyan Mission School, Mysore ... ..			1
Hassan District School ... ..			1
Kolár District School ... ..			1
			<hr/> 28

18. Four candidates from this Province have gained distinction this year—two having obtained the Bachelor of Arts degree, and two having graduated as Bachelors of Laws. Two of these were formerly students in the High School.

## IV. GOVERNMENT SCHOOLS.

19. The following statement shews the statistics of all Government Schools,                      ment schools in the prescribed form.

Description of Institutions.	Number of Institutions.	Number on the Rolls (monthly average.)	Average daily attendance.	Total Expenditure.		Fees and Book sales returned to Govt.
				From Imperial Funds.	From Local Funds.	
Higher Class Schools ... ..	7	1,060	887	40,678	0	17,856
Middle „ ... ..	10	287	266	10,320	640	1,948
Lower { Talook ... ..	69	2,419	2,100	23,250	...	3,428
{ Hóblí ... ..	239	5,837	5,837	13,676	...	0
Female Schools ... ..	5	127	115	1,258	...	25
Normal Schools ... ..	4	342	335	12,540	...	0
Other Schools for Special Education... ..	3	672	671	5,228	...	386
Total... ..	337	10,744	10,211	1,06,950	840	23,643

The number of pupils on the rolls at the end of the official year was 11,364, an increase of 1,437 over the number reported last year

#### A. SCHOOLS OF THE HIGHER CLASS.

20. The report of the Principal, which will be found in the appendix, contains a brief review of the origin and objects of this institution. The work of the past year has been well done. The school now takes its place, as it should do, as the highest educational institution in the Province. The numbers in attendance are somewhat less than last year, but this arises from changes made in the constitution of the junior classes, and from having fixed periods for the admission of new scholars. Examinations have also been rigidly held, so that no boy can gain admittance to any class unless he is fit for it.

21. At the last University examination, the school had a fair amount of success, though the F. A. results were not so good as last year, only four having passed out of eleven who were sent up. In the Matriculation Examination ten passed out of fifteen who were sent up, one in the first class. Two former students of the High school have this year graduated ; one in Arts and the other in Laws.

22. Two important rules have been in operation in the school during the last ten years. One, that the senior classes should be examined annually by gentlemen unconnected with the school, by means of printed papers instead of *viva voce* examinations. Another, that no mastership should be held except by a graduate or undergraduate of some recognized University. Both these rules have been found to operate favorably. There are now four graduates as masters, and nearly all the others have passed either the Matriculation or First in Arts Examination.

23. The fees collected have been Rs. 3,148—8—0, against Rs. 2,811—12—0 in the previous year, shewing an increase of Rs. 336—12—0. The fees in all the classes have since been raised from 25 to 50 per cent ; and in the two college classes have been doubled, in addition to the imposition of an entrance fee of three rupees.

24. There are now six merit scholarships attached to the school,

for four of which all matriculated students are eligible ; two being restricted to passed F. A. students. In addition to these there are nine scholarships for poor students, given at present to students in the first four classes. There is also the Dobbs' scholarship of the value of Rs. 7 per mensem, given annually to the highest matriculated student, and tenable for one year.

25. Mr. Waters, the Principal, is deserving of special commendation for the efficient manner in which he has conducted his duties during the past year. He has been very successful as a teacher ; has greatly improved the discipline of the school ; and has encouraged the practice of athletic sports and manly exercises amongst the boys. The first and second Assistants and other teachers mentioned by the Principal are also deserving of credit.

26. The progress of this school has been eminently satisfactory. The report of the Head Master, which will be given in the appendix, contains a sketch of its history, and a proposal for maintaining and improving the position it has attained, which, for the present, will perhaps be sufficient.

Raja's School, Mysore.

27. At the recent University examinations, two passed the First Arts Test, out of 3 who were sent up ; and four the Matriculation Test, out of 17 sent up ; a result very creditable to the Head Master, when the difficulties with which, until lately, he has had to contend, are considered.

28. There are now five scholarships to the extent of 50 Rs. a month, attached to the school ; in addition to those given by Colonel Haines and Major Campbell.

29. The numbers in attendance have risen to 356, and the fees collected during the year amounted to Rs. 780, against 554 last year.

30. The Hassan District School continues to stand at the head of the list, both in regard to number and efficiency. The Deputy Superintendent says the popularity of the school is shewn by the fact, that numbers come from a great distance to attend it, and writes in the

District School, Hassan.



highest terms of Mr. Haldwell, the Head Master. The Inspector's Reports are equally favorable. There are now 134 on the rolls. At the last University examinations one passed the First Arts Test and one the Matriculation.

31. Owing to the illness of the Head Master, Mr. J. Steele, it was found necessary to effect a change ; and Shimoga. Mr. D. Taylor was removed from Kolár to take charge of it. A Matriculation class has been formed, and the Inspector reports favorably of the general condition of the school. The numbers have increased from 70 to 120 within the last few months.

32. As anticipated in last year's report this school has now attained a place in the University list. Only one Kolár. pupil passed the Matriculation examination, but as he commenced his alphabet in the school on its establishment six years ago, the result is satisfactory. The school from its first opening was under a Native Head Master, Mr. Abdul Rahmán, who now fills an important place in another department. He was succeeded by Mr. D. Taylor, under whom the school continued to make striking progress. Mr. J. Steele of Shimoga has now been transferred to it ; and a Matriculation class of six pupils has been formed.

33. This school is well attended, and appears from the Inspector's reports to be making fair progress, but has Toomkoor. not attained the position it ought by this time to have occupied amongst the District Schools. Some subjects have engaged too much attention, and others been comparatively neglected. The hand-writing of many of the scholars is described as the best ever seen done by school boys.

34. The backward condition of this school was mentioned in the last report, and attributed to the want of Chitaldroog. systematic and persevering effort on the part of the Head Master. As no improvement has taken place, though special attempts have been made by the Inspector to promote it, it will be necessary to remove the Head Master to a school of a lower grade.

B

*Statistical Information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
7	1,060	40,678	0	40,678	38—5—11	33—8—11
Fees.			Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.	
5,105	4—11—2	1,044	26	62	1,132	

**B. SCHOOLS OF THE MIDDLE CLASS.***Talook Anglo-Vernacular Schools.*

35. The Chikka Ballápura Anglo-vernacular School was reported by the Inspector to be in a stationary position, and it was said that the more advanced boys left for schools in Bangalore. No blame was attributed to the Head Master, who had brought on the scholars to a certain point very well ; but it was thought advisable to abolish the neighbouring feeble school at Dévanahalli, and with the saving thus effected endeavour to raise the standard and increase the efficiency of the school at Chikka Ballápura. This was accordingly done ; and the results have shewn that the measure was a good one. The attendance at Chikkanáyakanahalli continues to be so slender as to render it doubt-

Nandidroog Division.

Chikka Ballápura.  
Chikkanáyakanahalli.  
Channapatna.  
Dévanahalli.

ful whether an Anglo-vernacular school is valued in the place. The same remark is applicable to the Chennapatna School. In the last report the poor attendance was attributed to the sickness which had prevailed in the town ; but the Inspector is of opinion that there is little demand for English education ; and that the few who wish to learn prefer sending their children to the superior schools in Bangalore. The Dévanahalli School was discontinued in June last.

36. The Hunasúru Anglo-vernacular School has never succeeded in attaining the Matriculation standard, but

**Ashtagram Division.**

Hunasúru.  
Narsipura.  
Yelandúru.  
Gundlupeté.

one of the Bangalore candidates who passed at the last examination was principally educated at this school. The Head Master has always attended to his duties. The Narsipura school has been placed under new management, and

the Inspector already notices marked improvement. The Yelandúru Anglo-vernacular School still labors under the disadvantage of being in a small and ill ventilated building. The school at Gundlupeté was opened in the month of August, at the solicitation of the people, and on the recommendation of the Mysore Deputy Superintendent. The attendance is good, and the Inspector has confidence in the teacher as a young man of steady application to work.

37. The attendance at the Harihara Anglo-vernacular School is small, and now that the town has been shorn of

**Nagar Division.**

Harihara.  
Shikáripura.  
Chikkamagalúru.

its importance by the removal of the regiment and of the post office, it may be advisable to transfer the school to some other locality. The few scholars who are present are well taught.

The condition of the school at Shikáripura has steadily improved since the appointment of a new Head Master. Owing to the difficulty of finding qualified men willing to take service in the Mal-nád districts, the school was without a teacher for some time, and suffered in consequence. The Head Master of the Chikkamagalúru School died at the close of 1869 ; the school was then reduced to a lower grade as it had never really attained the position of a District School. As a talook Anglo-vernacular school it occupies a good place, and the Inspector's last report is favorable, noting a steady progress.

*Statistical Information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
10	287	10,319	840	11,159	38-14-1	33--0--5
Fees.				Pupils.		
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.	
840	2--15--5	353	14	6	373	

**C. SCHOOLS OF THE LOWER CLASS.***(1.) Talook Kanarese Schools.*

38. The Dodda Ballápara Talook Kanarese School continues

**Bangalore District.**

Channapatna.  
 Clósepété.  
 Dévanahalli.  
 Dodda Ballápara.  
 Hosakóte.  
 Mágádi.  
 Nellamangala.  
 Sarjapura.  
 Yelahanka.

to be the largest Government Kanarese School in the Province, there being 150 pupils in it, all of whom, with the exception of five Brahmans, are from the weavers and lingáyets. It is remarked by the Inspector that though the examinations and prize distributions are well attended by visitors, the talook officials take no interest in the school. The Channa-

patna School has recovered its full numbers, there being now 69 on the rolls. The attendance in the other schools in this district is very good, and the Inspector reports more or less progress in them all. The Nellamangala School was opened during the year in a hired

house, but has now been removed to the old traveller's bungalow, and the attendance has risen to 102. The Head Master, who is a certificated teacher, has made a promising commencement.

39. In most of the schools of this district Telugu is taught as well as Kanarese. With the exception of

**Kolar District.**

Bagépalli.  
Chikka Ballápara.  
Chintámani.  
Góribidanúru.  
Gudibanda.  
Kolár.  
Mulabágalu.  
Narasápara.  
Sriniváspara.  
Sidlaghatta.

Bágépalli and Sidlaghatta the attendance is good in them all, and assistant masters have had to be sent to almost all of them. At Chikka Ballápara and Chintámani creditable progress is indicated. With the recently opened school at Gudibanda the Inspector is not satisfied. At Sriniváspara the master was removed for neglect of duty. The school-house

at Sidlaghatta is situated so far from the town that the attendance has always been meagre; the Inspector suggests that the building should be taken for a travellers' bungalow, and a house in the town rented for the school; the people are said to evince a great interest in the education of their children, and have petitioned for a girls' school. At Chintámani, Mulabágalu, and Kolár everything is reported as satisfactory. In the latter place there is a blind scholar "who affords a striking instance of the power of a good memory; who repeated without hesitation, any portion of any lesson that had been read by the class; and could write to dictation as accurately as any boy of his age."

40. The Toomkoor School has the largest number of scholars,

**Toomkoor District.**

Chikkanáyakanahalli.  
Huliyúrdurga.  
Kadaba.  
Koratagere.  
Maddagere.  
Sírá.  
Tipatúru.  
Toomkoor.  
Turivékere.

and the Inspector's reports of its progress are favorable. The Maddagiri School has maintained its good character, though the attendance has somewhat declined. The school at Sírá has greatly improved. The premises at Tipatúru have been enlarged. The school at Kadaba has only been in operation a few months, but has made a promising commencement. At Huliyúrdurga and Turivékere

progress has been retarded by the illness of the Head Masters. There is no more frequent hindrance to success than this in the verna-

cular schools ; no assistants are employed where there are not upwards of 40 pupils ; and in the event of illness the school is neglected, if not entirely closed ; sometimes there may be scholars old enough to take temporary charge, but even in such cases the school is sure to suffer more or less. I have long observed that the most inefficient masters are those who are most frequently sick ; the really able and energetic men, who are deeply interested in their work, seldom or never complain of illness.

41. The Mysore Kanarese School is well attended and steadily conducted ; the Head Master being a good Kanarese scholar, also superintends the Kanarese

**Mysore District.**

Chámarájanagara  
Gundlupéte.  
Maddúru.  
Mandya.  
Mysore.  
Nanjanagúdu  
Narasipura.  
Sargúru.  
Yedatoré.

studies of the University classes of the Anglo-vernacular School. I examined the Mandya Kanarese School not long ago, and found the first class boys able to answer all the questions usually prescribed for the Uncovenanted Civil Service General Test examinations in the vernacular. The excellent teacher who then

had charge of the school died soon afterwards ; but the Inspector still reports favorably of the progress of the boys, and says that the active interest shewn by the Amildar has produced good effect. The Maddúru School has been greatly interrupted by illness and removals. The Yadatoré School has suffered from similar causes. The schools at Nanjanagúdu and Narasipura are doing well. Those at Sargúru, Chámarájanagara, and Gundlupéte, having been opened recently, had not been inspected, but their condition numerically is good.

42. The Talook School at Attikuppa was opened in the month of

**Hassan District.**

Attikuppa.  
Arakalagúdu.  
Bélúru.  
Háranahalli.  
Nágamangala  
Holé Narasipura.  
Sakléspura.

August last. At Arakalagúdu the school was closed for a time ; but since the appointment of a new master it is rapidly regaining lost ground, and has now 50 boys in it. A marked improvement has taken place in the school at Bélúru. The attendance is small at Nágamangala, but in other respects the school is in a good state. The school at Narasipura

is recovering from the injury it received by the negligence of the late master, and the consequent loss of so many scholars. Sakléspura is

regarded as a sort of penal settlement ; every master that has been appointed there has petitioned to be removed to some other place. The Inspector recommends that the salary attached to this school should be increased from Rs. 15 to 20 to make up for the additional expense and discomfort involved in a residence there. The importance of the school will be considerably augmented on the completion of the bridge across the Hémávati, which now cuts off two populous villages.

43. An excellent report is given of the school at Chennagiri,

**Shimoga District.**

Chennagiri.  
Holé Honnúru.  
Nyámti.  
Ságara.  
Shikáripura.  
Shimoga.

with the exception of the subject of arithmetic. In Holé Honnúru the school is rated as below the average of its class, the fault being the Head Master's. At Nyámti, which last year was the second school in the list in point of numbers, the attendance has fallen

to 62. Many of the parents objected to their children being taught geography and history, and refused to purchase books on these subjects. The present Head Master has worked well. At Ságara the number has been steadily increasing throughout the year, and has now reached 55. The condition of the school is reported as "highly satisfactory;" though located in a district noted as unhealthy, the Head Master, S. Puttappa, is described as remarkable for diligence in his work and attachment to his school ; he never applies for any extra leave ; is always at school sick or well ; and the result is the pupils are exceedingly well up in all their lessons. At Shikáripura the school has fallen off considerably ; the Inspector attributes it to the mis-management of the master. At Shimoga the attendance has continued to be large and the progress on the whole good, though the climate does not appear to suit the Head Master, and a change is recommended in consequence.

44. It was found necessary to appoint a new Head Master to the

**Kadoor District.**

Bánávára.  
Bírúru.  
Chikkamagalúru.  
Kadoor.  
Sakrépatna.  
Tarikere.  
Yedahalli.

school at Bánávára, and, since he took charge, the school is reported as having improved rapidly; the boys answered well in all subjects. At Bírúru the scholars passed a good examination. In the large and thriving town of Chikkamagalúru, the school makes no

progress ; partly it is thought from the inconvenient position of the school-house, and partly from the inattention of the teacher. The first of these causes will soon cease to exist, and should no improvement then take place a new teacher will be appointed. A decided improvement is reported on the schools at Kadoor and Tarikere. Those at Sakrépaṭṇa and Yedahalli have only been in operation a few months ; both are pretty well attended.

45. The Inspector notes no improvement in the school at Chitul-

Chituldroog District.

Chituldroog.  
Dávanagere.  
Harihara.  
Hosadurga.  
Huliyára.  
Molakálumúru.  
Pávagada.

droog, and says the master is wanting in diligence. At Dávanagere the numbers have not kept up "as the master could not well attend to so many single handed, and it took some time to procure sanction for an assistant teacher," the boys answered well from their books, but were deficient when examined

as to the meaning of what they had learnt. At Harihara the numbers have greatly increased, and the progress of the scholars was good. The report from Hosadurga is also favorable. At Huliyára the attendance is very good ; but the master had been too eager to put his pupils in classes for which they were unprepared, and has had to rearrange them according to the prescribed course. At Pávagada and Molakálumúru little or no progress has been made.

(2.) *Hindustani Schools.*

46. It has not been found necessary to establish additional

Kolár.  
Toomkoor.  
Mysore.  
Chituldroog.

Hindustani schools, our aim has been rather to improve and aid those already in operation amongst the people themselves. Of the four

Government Hindustani schools, the one at Kolár still holds its place as the best. In general attainments the boys of this school are reported to be equal to any in the Province ; the number of pupils is large (81), and the attendance has been regular. The Toomkoor School stands next in point of efficiency, but is far below that of Kolár. The Chituldroog School has made some progress since the last report ; but that at Mysore remains in a feeble condition, and will probably require a new master.



*Statistical Information.*

Number of Institutions.	Average number of Pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
69	2,419	23,250	0	23,250	9—9—9	8—15—6
Fees.			Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.	
1,550—0—0	0—10—3	2,527	341	12	2,860	

*(3.) Hóblí Schools.*

47. The hóblí school scheme, introduced last year, has not been ambiguous as to its results. During the official year from April 1st 1869 to March 31st 1870, there have been 168 new schools opened. Their popularity with the people may be inferred from the number of scholars who attend them, in some places upwards of 70. As the term hóblí is not known out of Mysore, it may be stated that it means a sub-division of a talook, and comprises several villages. There are 645 such hóblís, each having an average area of 41 square miles, and a population of 6,040 persons. As a system of national education the hóblí school scheme cannot be regarded as complete, until it is expanded so as to include all the villages of which each hóblí is composed; this, however, will be a work of time. Meanwhile it is gratifying to find that the attempt to spread education through the rural districts has been so well seconded by the people; the three Normal Schools are always filled with the indigenous masters who have been selected

to be trained for their work ; and as soon as they are pronounced qualified, after careful examination, they are sent to establish a school in the hóbli to which they belong, the school premises being provided by the people.

48. For the examination of these schools eight Sub-Deputy Inspectors have been appointed ; whose duty it is to inspect every school not less than three times during the year, and report fully on the condition of each. The Inspectors also visit as many of them as they can in different parts of the country. The masters of each district have also been assembled for examination ; and Mr. Hodson, on whom this duty has entailed much additional labor, is satisfied that it has been productive of great benefit. The necessity of this periodical examination was foreseen and provided for when the scheme was originally drawn up by Mr. Rice.

49. The Training Masters and Sub-Deputy Inspectors have done their work well. Their position, however, is one of some influence and is liable to abuse. The hóbli school-masters, as already stated, are selected from among the teachers of existing indigenous schools, and trained for their work in Normal Schools ; while under training each man receives a maintenance allowance of Rs 5 per month. The selection is made by the Inspector of Schools, after a searching examination, and the Training Masters and Sub-Deputies have nothing to do with it. Still the teachers who present themselves as candidates believe that the latter have influence in determining the selection made, and resort to the usual mode of securing that influence in their favor. In one case it was found that bribes to a considerable amount had been taken by one of the Training Masters, who was of course dismissed at once from his post. The discovery was made when the Inspector went to examine the candidates, and had to reject a large number as quite incompetent; these men then disclosed all the circumstances, and measures have since been adopted to guard against the recurrence of such things ; but it is difficult, if not impossible, to provide a perfect remedy.

50. At the periodical gatherings of the hóbli school masters referred to in para 48, they have availed themselves of the opportunity afforded them of making representations regarding their work and their prospects. Two subjects have been brought forward in this way which

I considered worthy of attention. One was the appellation “*panṭóji*” which had been applied to them, I know not for what reason, as it is a foreign word ; the substitution of the English term school-master has afforded general satisfaction ; and to distinguish them from other dominies the prefix *hóblj* is added. Another subject of objection was the promotion of deserving masters by transfer to the position of assistants in talook schools. As this would involve removal to a distance, and would thus be opposed to the original conditions of engagement, *viz.*, that each should continue to occupy his native locality, I think it will be desirable to acknowledge merit by a slight increase to the pay of the most efficient men, after a certain term of service. This is the plan pursued in Coorg, where the *nád* schools have long been in operation under the same conditions as the *hóblj* schools of Mysore. Another modification of the scheme is the appointment of assistants in some of the large schools ; to this the sanction of the Government of India has been solicited.

51. The number of *hóblj* schools in operation at the close of the official year is given in the margin. Many of

<i>Districts.</i>	<i>No. of Schools.</i>
Bangalore. ...	39
Kolár. ...	69
Tcomkoor. ...	23
Mysore. ...	45
Hasan. ...	21
Shimoga. ...	16
Kadoor. ...	12
Chitaldroog. ...	14
	<u>239</u>

them are good specimens of village schools. Some of the masters shew considerable ability. From the Inspector's detailed reports it will be seen that in one school the boys are all cultivators ; in another laborers' children and oil pressers ; while in some places they are all Brahmans, *lingáyets* and goldsmiths,

but no ryots. Several of the schools shew a mixture of Brahmans, cultivators, fishermen and weavers. The Inspector frequently remarks that the master deserves credit for the proficiency of the scholars ; that their progress has been greater than could have been expected in so short a time ; in fact the detailed reports leave an impression that the *hóblj* schools are nearly all in admirable working order.

52. It will be observed that the Kolár District contains the greatest number of *hóblj* schools, 68 having been already opened. The Deputy Superintendent, Mr. B. Krishnaiengar, took a lively interest in calling the attention of the people to the project. In January last a general inspection was held at Chikka Ballápura, when every *hóblj*

school-master in the district attended. The proceedings comprised the usual examinations into the educational details of each hóbli; the conduct of classes for model lessons, criticism lessons, &c. The Inspector considered that the general improvement made during the year was very marked. "The evident anxiety to improve, and the ambition, sometimes rather ludicrous to exhibit recent acquirements, indicated a spirit that should be fostered." The Sub-Deputy Inspector, Shámá-chári, had been very successful in his efforts to improve the teachers, and deserved great credit for the pains he had taken.

53. The hóbli school houses have all been built or purchased by the people; or else some suitable house is rented by them for school purposes. In one case many of the towns' people were willing, they said, to contribute money for building, if there were any one in whom they had full confidence; but that a year ago, they contributed 28 Rs. to meet the expense of transporting all the monkeys of the place; and the Shékdar and Shánbhóg had appropriated the money without taking any steps to expel the monkeys. In some cases as much as 300 Rs. have been expended in building, a large sum to collect amongst villagers. In other instances the schools have been built at the expense of a single individual. These facts afford sufficient evidence of the general popularity of these schools; and yet there are cases of active opposition recorded. In one village the Shánbhóg (village accountant) objected strongly to the instruction of ryot boys in arithmetic, and especially in land measuring; and in order to deter parents from sending their children to school, he circulated a tale to the effect that Government intended to make the boys turn Christians.

54. On the other hand incidents of an entirely different character, shewing the appreciation of these schools by the villagers, may be gleaned from the reports of the Sub-Deputy Inspectors. One of the latter was accosted on the road by a respectable head man, who, with evident pleasure, related that his son, a pupil at a hóbli school in the place, went on a visit to his friends living in a neighbouring village, where his cleverness in arithmetic made him famous, and led to a very advantageous betrothal.

*Statistical Information.*

Number of Institutions.	Average number of Pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
239	5,837	13,676	...	13,676	2-5-5	2-5-5
Fees.		Pupils.				
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total	
...	...	5,837	...	...	5,837	

**D. FEMALE SCHOOLS.**

55. The girls' school in Bangalore has been in operation nearly two years, and has been so well attended that an assistant master had lately to be appointed. The Inspector was gratified with the intelligent appearance of the girls, who evidently belonged to a higher social position

Bangalore.  
Chintamani.  
Sríniváspura.  
Mágadi.  
Hassan.

than the pupils of any other Hindu girls' school that had come under his notice. In the first class the girls read fluently from any part of the Kathá Sangraha. In arithmetic their attainments were not equal to those of Brahman boys of the same age, though they understood the operations of the four simple rules. The writing to dictation was very creditable. The state of the lower classes was also considered satisfactory. At Chintamani the proficiency of the girls and the general condition of the school fully came up to the expectations of the Inspector. When examined in reading, writing, and arithmetic, the results were decidedly good. At Sríniváspura there has been a great falling off; and the Inspector thinks that the information which led to the opening of the school was unreliable. The schools at Mágadi and Hassan have only been recently opened, in both places on the requisitions of the people.

56. It was stated in the last report that female schools might have been indefinitely increased, had not the same authority which sanctioned those now in existence stayed farther proceedings for the present. This is probably true, but I do not think it would have been wise to have pushed on the establishment of such schools in localities where no desire for them had been manifested. We may be too eager for reform, and for the introduction of what is in itself good, when it involves changes which to the native mind are very great. "I do not think" says Sir John Malcolm, "that many persons know what a valuable gentleman Time is; how much better work is done when it does itself, than when done by the best of us." In accordance with this principle, aid has been granted where the formation of female schools has originated with the people themselves; and we may trust to time, and the gradual but sure perception of the advantages resulting from female education to awaken a general desire for the extension of the blessing.

*Statistical Information.*

Number of Institutions.	Average number of Pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
5	127	1,258	...	1,258	9—14—5	9—11—4
Fees.			Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.	
25	0—2—11	136	...	...	136	

**E. NORMAL SCHOOLS.**

57. The school-masters of the present day have been divided into two categories; those who *teach*, and those who *hear lessons*

the latter class being, unfortunately, by far the more numerous. It is only of late years that attention has been drawn to the mischief done to the community generally by the short comings of inefficient teachers. Amongst the remedies adopted Normal Schools hold the principal place, and have effected so much good that it is now generally acknowledged in England that the trained and certificated teachers employed in the national schools, are in every way superior to the majority of teachers in the more expensive schools for the middle classes.

58. The certificated teachers from the Bangalore General Normal School have shewn good teaching ability. They understand the difference between teaching and hearing lessons ; and some of them have succeeded in imparting knowledge, and bringing on their pupils, in a way that has elicited great praise from the Inspectors.

59. There are eleven students in the English class, only four of whom are in receipt of a monthly stipend. The Inspector reports creditable progress during the year ; but adds that the very uncertain demand for English teachers, and the departmental prospects generally, deter well-qualified men from joining the English branch. It has been arranged to hold special examinations for the benefit of uncertificated Anglo-vernacular assistant teachers, who may wish to obtain certificates. A circular was issued to this effect, enumerating the subjects for examination both by written papers and *visd voce* ; and stating that considerable importance would be attached to the theory and practice of school management. Eight applicants sent in their names to be examined early in April.

60. The vernacular branch contains 26 students ; some of them Vaidika Brahmans, whose peculiar fitness for the work was pointed out in the last report, as they are distinguished for their knowledge of native literature, and are devoted by tradition and custom to a life of study. The school is now supplied with good Kanarese maps of the World and of India ; and the students have acquired a better knowledge of geography than in former years. In history, language, arithmetic and school-management, the usual amount of work had been done. Increased attention

had been given to experimental teaching, by means of the Practising School attached to the institution.

61. A suitable master having been obtained a Hindustani branch  
Hindustani Branch, was opened a few months ago. In addition to the regular students under training, the masters and assistants in aided Hindustani schools have been required to attend this class for a limited period, to receive lessons in the art of teaching. The deficiencies of the Hindustani masters have frequently been mentioned; their usual practice is simply to hear lessons, without the slightest attempt to ascertain whether any knowledge has been communicated or not. Important results may be looked for from the establishment of this class.

62. These are three in number, corresponding with the number  
Hóbli Normal Schools, of divisions in the Province. For the year 1868-69 each of the eight districts was allowed a separate Training School. The aggregate number of men trained and passed during the year under report from three schools is not equal to the number previously passed from eight schools; but the proportionate numerical results for 1869-70 are nearly double those for 1868-69.

63. The Nandidroog Division School is the only one that has been retained in the same locality throughout the year; its position at Toomkoo being considered more generally advantageous than any other. Serious mismanagement came to light at the inspection held in January; but the present Head Master, Tirumaláchári, is quite equal to his work.

64. The Ashtagram Division School has successively been held at Mysore, Talakádu Narasipura, and Holé Narasipura. The first call for training masters took away the most intelligent and experienced men; when these subsequently became Sub-Deputy Inspectors it was no easy task to find suitable successors. The present master is a good scholar belonging to the Vaidíka class.

65. The Nagar Division School is the most difficult of the three to work; and situated, as it has been part of the year, 200 miles from head quarters, a rigid superintendence was not possible. From



Shimoga where it was held at the beginning of the year, it was removed to Ságara, in the midst of Malnád talooks, with the view of supplying the Nagar Malnád with village schools. The results there, though numerically small, have been equal to my expectations. The school has now been opened at Kadoor, where there are greater facilities for obtaining suitable masters in larger numbers. The Deputy Superintendent of the Hassan District, who has given great attention to educational movements, is of opinion that there should be a purely Malnád Training School, in addition to the three now in operation. The suggestion shall be considered.

66. The following table exhibits the total number of students passed from 1st April 1869 to 31st March 1870.

Districts or Divisions.	Date.	No. of Students.
Kolár ... ..	April 12 1869	20
Mysore ... ..	{ April 19 "	20
	{ September 23 "	10
Bangalore ... ..	April 26 "	30
Shimoga ... ..	August 27 "	7
Toomkoor ... ..	September 1 "	32
Ashtagram Division ...	January 1870	9
Nagar " ...	February 10 "	12
Nandidroog " ...	March 17 "	23
Total number passed at the end of March 1870.		163

67. When the master of an indigenous school applies to be admitted as a student in a Hóblí Normal School, he is expected to possess the following attainments :—

(a.) Ability to write ordinary Kanarese to dictation with tolerable accuracy.

(b.) Ability to read intelligently any ordinary M. S. S. official document in Kanarese, and the easier portions of the Kathá Sangraha, Kathá Manjari, or other printed book of ordinary difficulty, free from foreign or technical terms.

(c.) A knowledge of the compound rules of arithmetic, i.e., the operations of addition, subtraction, multiplication and division, applied to money; also the tables (ಮಗ್ಗ, ಮುಪ್ಪಾಸ, &c.) taught generally in the indigenous schools.

*Statistical Information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
4	342	12,540	...	12,540	36-10-8	36—10—8
Fees.				Pupils.		
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.	
...	...	328	14	1	343	

**F. OTHER SCHOOLS FOR SPECIAL EDUCATION.**

68. At the annual examination of this school four students were entitled to Assistant Overseer's certificates; three to Sub-Overseer's certificates, and one was qualified as a Draughtsman. The reports of the Engineer Officers and other gentlemen who kindly conducted the examination by means of written papers, will be given in the appendix. The examiners have not expressed so much satisfaction at the results as they did last year; but the number of marks awarded on each subject shews tolerable proficiency.

69. The Head Master reports favorably of the general good conduct of the pupils; their perseverance and their readiness at all times to submit to school discipline; he is also of opinion that the results of the past year's work are good, especially as regards the style and amount of drawing and surveying field work done during the session. The success and usefulness of the institution may in some measure be exemplified by a reference to the statement in the appendix, shewing the present position of all the candidates who obtained certificates from the school at the two examinations held in 1867 and 1868.

70. The ten scholarships which were sanctioned the previous year are eagerly sought after; nine of the youths came up to the standard, and are working well; one had to be dismissed for want of

ability or application, and his place has been supplied by another from the same division.

71. In the Central Jail, Bangalore, the arrangements made during the previous year for instructing the convicts, have been continued with some degree of

Jail School.

success. Nearly 200 adults have been placed under the school-master for half an hour every evening, and are said to be remarkably attentive and very much interested in the work. Nearly 300 were able to read the first book in Kanarese; as soon as the second book is mastered they are taught writing and arithmetic; about 40 men have reached this standard. This year the female prisoners were also included, being taught by one of the boys from the Juvenile Reformatory, but they shew very little aptitude for learning.

72. The boys in the Reformatory have made fair progress; a few can read English; others are at different

Juvenile Reformatory.

stages in Kanarese; and some have learnt writing and arithmetic. The boys also work daily in the garden, under the supervision of the school-master.

## V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

Description of Schools.	Number of Institutions.	Number of Pupils on the Rolls, monthly average.	Average daily attendance.	Grants in-aid given by Government.	Expenditure from all sources other than Grants-in-aid given by Government.	Fees.
Higher Class ...	5	784	702	10,356	29,428	11,390
Middle " ...	9	523	484	5,920	13,913	1,158
Lower " ...	36	2,144	1,956	7,964	9,491	1,512
Female Schools ...	28	1,711	1,397	10,324	20,965	5,273
Normal " ...	...	...	...	...	...	...
Other Schools for Special Education...	...	...	...	...	...	...
Total...	78	5,162	4,539	34,564	73,797	19,333,

At the end of the official year there were 5162 pupils on the rolls.

73. The following table shews the new grants made since the commencement of the official year.

Literary and Scientific Institute.	...	...	...	50
Sanskrit School, Seringapatam.	...	...	...	20
Kanarese Girls' School do.	...	...	...	15
Sanskrit School, Chikka Ballápura.	...	...	...	15
Hindustani School, Huliýárdurga.	...	...	...	10
Madrassa Nisvan, Bangalore.	..	...	...	20
Hindustani School, Tyámagondalu	...	...	...	10
Do. Honnáji.	...	...	...	10
Do. Chennagiri.	...	...	...	10
Caste Girls' School, Toomkoor.	...	...	...	20
Hindu Girls' School, Shimoga.	...	...	...	20

Many other applications were received, and grants to 13 vernacular and 1 Sanskrit schools have been sanctioned from the 1st of April 1870.

#### A. AIDED SCHOOLS OF THE HIGHER CLASS.

74. The two English schools of the higher class receiving grants-in-aid are Bishop Cotton's and St. Andrew's, both in Bangalore. The number of pupils in each continues nearly the same as last year. Ten Matriculation candidates were sent up from the former institution, of whom four passed. Seven candidates were sent from St Andrew's, none of whom passed. The Inspector reports favorably of both schools, and notes the efficiency of the junior classes, as he had observed in some higher class schools a tendency to overlook the mass of the scholars for the sake of the few University students.

75. The three higher class grant-in-aid schools for natives are connected with the London and Wesleyan Mission ; two in Bangalore and one in Mysore. At the University examinations held in December last, the results were creditable to all three institutions. The following numbers passed :—

## Matriculation. F. A.

London Mission Institution . . . .	4	3
Native Educational Institution . .	3	3 (1 in 1st Class)
Wesleyan Mission Institution, Mysore	1	2 (1 in 1st Class)

The Inspector's detailed report in the appendix will shew that very satisfactory progress has been made during the year in all the classes, and that the attendance has been good.

*Statistical Information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
5	784	10,356	29,428	39,784	50—11—10	13—3—4
Fees.			Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.	
11,390	14—8—5	656	17	220	893	

**B. AIDED SCHOOLS OF THE MIDDLE CLASS.**

76. There are nine grant-in-aid schools of the middle class, all situated in Bangalore. The St. John's District Boys' School is a Protestant Parish School under excellent management; the boys receive an education suited to their condition in life, and under the present Head Master appear to have made marked progress. The Cantonment Orphanage stands high in the estimation of the public, and the arrangements for the accommodation, tuition, and moral training of the children, are con-

Ordnance School.

sidered by the Inspector to be all that could be desired. The Ordnance School has greatly improved since the last report.

77. The London Mission Branch Schools in the Cantonment and

London Mission Schools.

Alsúr share in the grant given to the principal institution ; and for which an increase has been sanctioned from April 1870. They

are the only schools in their respective localities in which English is taught, and are reported as useful, efficient, and well attended. The

St. Joseph's.

St. Joseph's Seminary, St. John's Hill, is a Roman Catholic School attended by European and East Indian children, and the In-

spector reports favorably of his last examination ; but is doubtful whether the Matriculation class lately formed will be found the most suitable course of instruction for the boys who have entered it. The

St. Patrick's.

St. Patrick's Seminary, Shúlé, attended by a similar class of people and a few natives, has not attained quite so high a standard,

but is reported as affording an education adapted to the class of people for which it is intended.

### *Statistical Information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
9	523	5,920	13,913	19,833	37—14—8	11—5—1
Fees.			Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.	
1,158	2—3—5	253	10	306	569	

## C. AIDED SCHOOLS OF THE LOWER CLASS.

78. There are four grant-in-aid schools of this class in which English is taught to some extent. The Ragged School is attended by the children of drummers attached to native corps, as well as by other East Indian children who receive elementary instruction. The St. Mary's Anglo-Vernacular School at Blackpalli is attended by the poor children of that populous neighbourhood, who acquire a slight knowledge of English, sufficient to transact the business of a dresser or butler. The St. Joseph's Anglo-vernacular School at Mysore is of a similar character. The Orphan Boys' school at Toomkoor, under the care of the Wesleyan Mission, is going on fairly, and contains twenty-four boys.

79. There are three aided Kanarese schools of this class. The Catholic School at Shethalli is a good village school, where the course of secular instruction differs from that in a Government Hóbli school, but is not considered by the Inspector to be any improvement on it. No report has reached me of the Kaḷasa School; the place is very inaccessible, and the work of the Inspectors has increased beyond their strength. The Singápura School established by Captain Fitz-Gibbon for the children of plantation coolies, resembles an average Hóbli school.

80. Of the five aided Tamil schools of this class the first place is due to the Sadar Véda Siddhánta Sabhá Seminaries, which are entirely under native management, and the efficiency of which is said to be highly commendable. There is no fluctuation in the attendance; about 280 being present with great regularity, who are taught by eight masters, and appear to be making steady progress. The St. Mary's Catholic Tamil School has 85 pupils, few of whom have advanced beyond the first book in Tamil. The Jamincheri and Artillery Schools are of the same character, all being established for the benefit of a low and neglected class of natives. The latter is under the care of the Wesleyan Mission.

81. The number of aided Sanskrit schools has been increased

Sanskrit.

during the year, there being now six schools of this class receiving grants. The Mélkoté Vidyáshálá has not maintained its character as the first of these schools: difficulties connected with the management have led to want of unity of effort, and the comparative neglect of some of the studies. It is hoped that the remedies which have been applied may have the effect of restoring this school to its former position; it is one of the oldest and best known in the Province. The Vidyáshálá at Chintámani has sustained a serious loss on the death of its leading teacher Umápati Sástri; but the school is still ably conducted by his brother Ráma Sástri assisted by an eldest son. The Sanskrit schools at Chikka Ballápura and Seringapatam have been in the receipt of a Government grant for the last six months, and are both in a flourishing condition. As the grants to the schools at Mágadi and Bangalore were only made at the close of the official year, nothing need be said of them. The majority of the pupils in all the Sanskrit schools are, like the teachers, Vaidika Brahmans; and as remarked in last year's report, an important step would be gained, if many of them should be induced to take service in the Educational Department.

82. There are twenty three Hindustani Madrasas receiving grants-in-aid from Government. Of these the Madrasa Islamia in Bangalore is the most advanced and the best conducted. The Madrasa

Hindustani.

Kudusi suffered during the absence of the Názim, who has now returned from a journey to Mecca, and speedily effected an improvement in the state of the school. The Madrasa Mahammadia does not occupy so good a position as it formerly did; but the spirit of emulation that has lately sprung up amongst the Bangalore Madrasas is likely to have a good effect on them all. The Hunasúru and French Rocks Madrasas are among the best aided Hindustani schools out of Bangalore. The unsatisfactory condition of the Bowring Madrasa in Mysore was noticed in the last report, and the grant has now been withdrawn from it, as owing to quarrels amongst the managers, the school was utterly neglected. The grant has also been withdrawn from the school at Channapatna. The schools at Dodda Ballápura and Sríniváspura were also neglected, and the grants were consequently suspended, but have lately been renewed with a prospect of better results. There is



still much room for improvement in all the Madrasas receiving aid from Government ; but it is the firm conviction of the Inspectors that their present condition is decidedly in advance of any previous year. A supply of Urdu maps, of which all these schools were in great need, has recently been received from the Punjab.

*Statistical Information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
36	2,144	7,964	9,491	17,455	8-2-3	3-11-5
Fees.			Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mohomedans.	Others.	Total.	
1,512	0-11-3	708	1,284	384	2,376	

**D. AIDED FEMALE SCHOOLS.**

83. The provision for female education in Bangalore is calculated to meet the requirements of nearly every class. There are excellent private boarding schools unconnected with Government. Superior tuition is offered at Bishop Cotton's and the Wesleyan Girls' Schools. The Convent Schools are intended for all classes of Roman Catholics, both European and Native. For the instruction of Hindu girls there are seven Kanarese and five Tamil day schools. There are also two Hindustani schools for girls, which under good management might occupy a more important place than they do at present. All the girls' schools out of Bangalore are purely vernacular. I proceed to notice them in the order observed last year.

84. The Bishop Cotton Girls' School is reported to be doing

E

English. well in every respect. The Wesleyan Mission Girls' School has increased since last year, and the general condition of all the classes is pronounced commendable. The St. John's District School maintains its high character, though the Inspector notices some features calling for attention. The Infant School attached is said to be conducted in a very spirited manner, somewhat on the Glasgow system. The Convent English Institution consists of two branches, the first of which is considered fair, but the second is described as being very much below the expectations of the Inspector.

85. The London Mission Boarding School receives special commendation for the completeness of its internal arrangements, and the care bestowed on every branch of tuition in and out of school. Anglo-vernacular. The Wesleyan Mission Orphan Boarding School is of a similar character, and is well conducted.

86. The London Mission Day Schools in the Pété of Bangalore, and the branch establishment in the Yellé-gowdanapálya, contain the large number of six hundred girls. Of the two ladies who Kanarese. have hitherto superintended these excellent schools, only one is now in charge, but no curtailment of operations is contemplated. The Wesleyan Mission Day School, containing 140 girls, "continues in a very satisfactory condition, and bears unmistakeable testimony to the efficiency of its management." The Day Schools in Mysore, connected with the same Mission, have 110 girls, and are reported in the most favorable terms. The London Mission Day School at Anekallu has made a good commencement. The Catholic School at Shethalli, in the midst of a purely agricultural population where the majority are Catholics, is an excellent institution, very well managed, and imbuing many pupils with the love of knowledge and of truth. Near the school stands the Mission Hospital in which the native nuns render assistance and relieve much suffering. The aided school at Shimoga, principally for the education of Brahman girls, is entirely under native control, and is remarkably well conducted. The Inspector reports good progress in the various subjects of study, and thinks the school affords a capital oppor-

tunity for some of the European ladies of the station to bring their influence to bear on the promotion of native female education. The aided girls' school at Seringapatam has not been inspected since its establishment a few months ago, but I had an opportunity of seeing it in operation some time before, and considered it deserving of Government aid.

87. The Day School at Alsúr, connected with the Wesleyan Mission, contains 74 girls, and is said to continue

Tamil.

to take the lead amongst the Tamil Girls' Day Schools. The parents of these girls are all well

off, and the Inspector thinks the introduction of a small fee desirable. The Hindu Tamil Girls' School, under native management, contains 94 girls; it is the oldest school in the Province of its kind, having been in operation 15 years. It is therefore a matter of regret that it should begin to exhibit signs of retrogression. The number of pupils has diminished, and the income from subscriptions has fallen off. The teachers have done their work well, and the pupils had not been neglected. The Blackpalli and Mysore Catholic Schools are doing good amongst the poorest and most ignorant classes of Tamil Christians. In the Convent School the pupils are all boarders; the tuition is described as the same as that of other aided schools for the humbler classes, under either Protestant or Catholic management.

88. There are two schools of this class, the Madrasa i Nisvan in the Cantonment, and the Mufied un Nisvan in

Hindustani.

the pété of Bangalore. Both are grant-in-aid

institutions under Musalmán management. The observation of the practice known as "Gósha" renders necessary the intervention of a "parda" between the examiner and the examinees, unless the former be a female. The results thus obtained proved so unsatisfactory, that Mr. Hodson procured the assistance of a lady, who, seated with the pupils behind the parda, was able to see that the questions proposed by the Inspector, seated outside the parda, were really answered in due order, by the pupils themselves. Ample data for a correct estimate of the school so examined, were thus obtained without any breach of Musalmán etiquette. The report shews that the present condition of these schools is very discouraging. The failure of the experiment is

due in a great measure to a lack of competent female teachers ; this want, however, and every other difficulty, may be overcome by a spirited but patient supervision.

*Statistical Information.*

Number of Institutions.	Average number of pupils.	Cost charged to		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
28	1,711	10,324	20,965	31,289	18—4—7	6—9—6
Fees.			Pupils,			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.	
5,273	3—1—3	1,308	202	425	1,935	

**E. PRIVATE UNAIDED SCHOOLS.**

89. The indigenous schools were fully described in last year's report. I have nothing to add to the account there given of the practices followed in the Hindu and Musalmán schools ; but the mode of teaching in a Sanskrit Pátashálá may here be described. i A Sanskrit slóka is simultaneously read by the class. ii. The sentences are then broken up and the sandhi resolved. iii. Particular words are parsed according to the Kaumudi, or Páṇini's sūtras. iv. The teacher gives the meaning of the sentence, which is afterwards repeated simultaneously, or by any one of the pupils directed to do so. v. The sentence is next analysed. vi. Compound words are analysed. vii. The slóka is finally read with the proper intonation by the whole class.

One lesson consists of three or four ślōkas, and from three to four such lessons comprise a morning's work. During the afternoon the morning's lessons are committed to memory, and before dispersing in the evening each pupil copies upon an ólé leaf the ślōkas to be studied on the following day. Each fresh leaf is attached to the preceding one, thus forming in time a complete book. Due attention is also given in the higher classes to Sanskrit composition.

90. Mr. Hodson, to whom I am indebted for the above sketch, states that he has inspected upwards of 50 unaided schools, chiefly vernacular, during the year, but none of them call for special remark.

91. After deducting those schools to which grants have been promised in 1870—71, the Wesleyan Mission have still nineteen unaided vernacular schools, containing 922 scholars. The Mission expenditure on the unaided schools last year was Rs. 4,500. The London Mission has four unaided schools educating about 50 pupils at a cost of Rs. 700 annually. The Roman Catholics have nine unaided schools in which there are about 300 children, costing about Rs. 600 annually.

92. The number of indigenous schools in the Hassan District is 114. The nominal attendance is 1,290, or an average of 11 boys to each school. The whole of them are Kanarese, and the instruction given in them is of the most elementary character.

## VI. SCHOLARSHIPS.

93. Additional Government scholarships have been founded during the past year to the extent of Rs. 600, in connection with the Rája's School at Mysore. Those at the High School continue the same, *viz.* Rs 500 a year; and ten to the Engineering School, amounting to from Rs 1,000 to Rs 1,200 per annum. There is one of Rs. 4 a month attached to the Huṇasúru School.

94. There is also the Dobbs' scholarship of Rs 7 per month attached to the High School, and one of the same amount in the Native Educational Institution; together with the Dobbs' Medal awarded annually, on the result of a competitive examination, open to all Protestant students of whatever race educated in the Mysore country.

## VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

95. Employment under the Mysore Government is not contingent on having passed an examination, as is the case in the Madras Presidency ; but though no regular examination is held for the public service, well educated candidates generally obtain the preference ; and appointments are now seldom bestowed on any who have not received some amount of education at school. Indeed it is known that the two Native Deputy Superintendents, and some of the Native Assistants, owe their high position entirely to the superior education they have received in the Mysore schools, an education afterwards carried on by themselves, till their minds were well disciplined and all their faculties strengthened and improved. Their success has increased the desire among respectable natives for instruction, especially in English, as they see its importance as a means of gaining employment in the first instance, and obtaining advancement afterwards.

96. Although not necessary in order to enter the public service in Mysore, yet many voluntarily pass the General and Special Test Examinations of the Madras Uncovenanted Civil Service, that they may possess an authorized certificate of their attainments. Upwards of 200 candidates were examined in Bangalore for the last General Test and about 100 for the Special Test.

97. In the appendix will be found statements shewing the position and salary of students educated in the High School and other institutions, as far as can be ascertained.

## VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

98. While the study of English in a thorough manner is extending, as shewn by the results of the University examinations, it is generally admitted that all attempts to teach a mere smattering of that language, by the multiplication of inferior schools, are positively injurious to the cause of education. The study of English has often been prosecuted at the expense of the vernacular ; and though a good knowledge of the latter is now required in all our English schools, it is with difficulty that a sufficient amount of time can be devoted to it. Neither the scholars nor their parents can appreciate the advantage to

be gained by delaying the study of English, until it can be carried on with more ease and vigor.

99. English should be taught as a language, and only made the medium of instruction in the highest branches of knowledge ; but owing to the want of suitable books in the vernacular, geography, history, and arithmetic have had to be taught from English text books. The many disadvantages of this procedure have long been apparent ; but it has only been practicable to introduce a more rational system as good vernacular text books have been provided, and now there is a strong prejudice in the native mind in favor of the use of English text books for these subjects, when a very imperfect knowledge of English has been acquired.

### IX. BOOK DEPARTMENT.

100. The operations of this department have continued to increase. During the year the number of books brought in stock was 63,333 at a cost of Rs 23,147 ; of these 14,024 were English books, valued at Rs. 12,118, and 49,309 were vernacular books valued at Rs. 11,028—11—0.

101. The number of books supplied to district depôts and to Head Masters for sale was 23,438, and their cost was Rs. 6,336.

102. The amount paid into the Government Treasury on account of the sale proceeds of books during the year was Rs. 19,235—11—1.

103. The following Kanarese books and maps were published in the course of the year :—

Kanarese books published.	Copies.
Bhúvivarāṇé—Geography,	.. 5,000
Vágividháyini—Grammar	.. 5,000
The Bhagavat Gíta ..	.. 1,000
India Désha Charitré—History of India	.. 5,000
England Désha Charitré—History of England	5,000
Large Wall Map of the World, in Kanarese ..	1,000

104. The Mysore Vernacular Series of Books now comprise the Mysore Vernacular series. following works in Kanarese, fifteen in number.

- 1 Bāla Bódhé. (First Book.)
- 2 Oduva Páthagalu. (Second Book.)
- 3 Do. (Third Reading Book.)
- 4 Kathá Saptati. (Stories.)
- 5 Padya Sára. (Poetical Reader.)
- 6 Vágvidháyini. (Kanarese Grammar.)
- 7 Bhúvivarāṇé. (Kanarese Geography.)
- 8 Kathá Manjari.
- 9 Pancha Tantra.
- 10 Shabda Maṇi Darpaṇa.
- 11 India Désa Charitré.
- 12 England Désa Charitré.
- 13 The Bhagavat Gíta.
- 14 First Book of Euclid's Elements of Geometry.
- 15 Arithmetic, (ready for the press)

105. The complete edition of Válmiki's Rámáyana, to which reference was made in the last report, has not yet been published, but will be issued in the course of two or three months.

106. Encouragement has been extended to the projected metrical translation of the Rámáyana by Mr. Griffiths of the Benares College, now being printed at the Medical Hall Press of Messrs. Lazarus & Co., Benares.

#### SCHOOL BUILDINGS.

107. The Budget of 1869-70, provided Rs. 20,000 for the erection of five new school-houses in different localities. This sum was afterwards reduced to Rs. 15,800, by the Public Works Department; but I regret to state that, owing to causes over which I had no control, no part of the amount has been expended on the new school-houses.

108. Part of the money was appropriated by the Public Works Department to finish the school-houses at Sakaléspura, Ságara, and Kadoor, &c., the construction of which had been undertaken by that department some time previously.



109. Another portion (Rs. 5,017) was required for the completion of the school houses at Bélúru, Bánávára and Hosakóté, which had been commenced the year previous, but not finished within the prescribed time, owing to the sickness and death of some of the workmen employed at Bélúru and Bánávára, and the difficulty of obtaining in those distant localities skilled laborers to take their places.

110. When I applied for the remaining balance for the purpose of erecting at least one of the sanctioned school-houses, I was informed in a letter from the Secretary to the Chief Commissioner in the Public Works Department, that "the money had been utilized elsewhere," without any reference to me or any particulars being furnished.

111. Out of the sum of Rs. 15,800, sanctioned in the Educational Budget, there has been only Rs. 5,017 spent by the Educational Department.

### CONCLUSION.

112. In concluding this report I have to acknowledge the ready aid received from all the Civil authorities in promoting the cause of education. Especial thanks are due to Captain Hill, Deputy Superintendent of Hassan, for detailed information supplied respecting the educational wants of the district, and for many suggestions for the improvement of schools which he personally inspected. Mr. Ricketts, Deputy Superintendent of Mysore, Mr. B. Krishnaiengar, Deputy Superintendent of Kolár, and Mr. S. B. Krishnaswamaiengar have also manifested a warm interest in the success of all educational arrangements.

113. All under my direction in the Department have rendered zealous and efficient service. Mr. R. G. Hodson, offg. Inspector of Schools in the First Circle, has had a large amount of extra work in connection with the hóbli schools, and deserves special commendation. These schools have also added greatly to the work of my office establishment, and the Manager, Mr. J. D. P. Chinnappa, deserves credit for the way in which his duties have been performed. I would also mention the following names in particular.

F

- Mr. C. Waters, M. A., Principal of the High School.  
 „ P. Staunton, Offg. Inspector, Second Circle.  
 „ J. Dunning, Head Master, Rája's School.  
 „ M. Clapham, Acting Head Master, Normal School.  
 „ G. Haldwell, Head Master, Hassan District School.  
 „ G. Wallace, Head Master, Engineering School.  
 „ J. Coleman, Curator of Book Depôt.  
 „ D. Taylor, Head Master, Shimoga.  
 „ Rámaswami Shástri, Kanarese Translator.  
 „ S. Puttappa, Head Master, Ságara School.  
 „ Chinnaiya, Head Master, Dodda Ballápura School.  
 „ Khwaja Mohammed, Sub-Deputy Inspector of Hindustani  
 Schools.

I have the honor to be

Sir,

Your most obedient Servant,

J. GARRETT,

*Director of Public Instruction.*

P. S. It ought to have been stated at the beginning of this report, that Mr. B. L. Rice, Inspector of Schools, I Circle, officiated as Director, from the 1st of April to the 10th of May, during which time his chief attention was given to the development of the scheme for hóbli schools, which had been commenced in the previous year.

J. G.

## APPENDIX I.

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### BANGALORE HIGH SCHOOL.

#### *Principal's Report.*

I have the honor to submit my Report of the progress of the High School during the past year.

1. It appears advisable this year to review the school under three heads, namely : (1) The past history of the school, and the results which have at present been obtained. (2) The changes that have taken place during the past year, and the work which has been done. (3) Future requirements, or the way in which the school may best serve that class for which it seems intended.

2. The following short history of the High School is collected from past reports and from other reliable sources. The scheme of education for Mysore was originally drawn up by the Hon'ble Mr. Devereaux, then Judicial Commissioner. The establishment of a High School at Bangalore, in which students might be educated to compete for the B. A. degree, was one of the propositions which it contained.

This school, the first Government school in Mysore, was opened by Mr. Garrett, now Director of Public Instruction, in 1858, and for the first eighteen months was held in a temporary building. In May 1859 it appears that there were 7 classes in the school containing altogether 152 scholars, the fees collected being Rs. 36—14—0, and the cost of establishment Rs. 670 per mensem. Rs. 11 per mensem was also given away in scholarships. The present building was constructed according to a design by Mr. Garrett, and the school was transferred to it in 1860. Sir Mark Cubbon, the former Commissioner, considered it of great importance, that the study of natural philosophy should occupy a prominent place in the curriculum of study, and the school was furnished with a large collection of scientific instruments for illustrating a course of lectures on the various branches of physical science. Mr. Garrett took great interest in lecturing the Senior Class in natural philosophy. In the year 1860, Mr. Lewis Rice, now Inspector of

Schools, was appointed Principal, and held the office for nearly six years. The number of students attending the school increased considerably during the years 1861 and 1862; for I find that in 1863, there were as many as 346. About this time the school was affiliated to the Madras University, and the studies were framed so as to enable students to prepare for the University examinations. In February 1866 one student of the High School, succeeded in passing the Matriculation examination. This was the first from Mysore who passed any Government examination: but during the past six years 42 students from the High School have matriculated, and 14 have passed the First in Arts examination. A tabular statement shewing the number that have passed in each year is appended to this report. In May 1866, Mr. Rice having been appointed Inspector of Schools for Mysore and Coorg, the vacancy was filled up, on the nomination of the Secretary of State by the present Principal, who arrived in February 1867; Mr. Blackman having taken charge in the interim.

Towards the close of 1867, it was proposed to form a regular College Department, but the plan being considered premature, was not carried out. Two important rules have been introduced into the school during the last two years. One, that the Senior Classes should be examined annually by gentlemen unconnected with the school by means of printed papers, instead of *viva voce* examinations. Another, that no mastership should be held except by a graduate or undergraduate of some recognized University. Both these rules have operated for the good of the school. A list of former students now employed in government offices, or who have otherwise distinguished themselves, will be found in an appendix to this report.

The following tabular statement will shew the changes that have taken place in staff of Masters. place in the staff of masters during the year.

Mastership.	Former Master.	Time of Resignation.	Present Master.
Mathematical and English Asstt.	J. Walsh ... ..	March—1869.	Mr. C. Leonard, B. A.
Munshi ... ..	Rāghavāchāri ... ..	May. . . . .	B. Ramasēshappa Shāstri.
8th Assistant ... ..	Chadiyāndi ... ..	June. . . . .	S. Srinivās Rao.
10th do. ... ..	B. Mallappa	January—1870.	L. Srinivāsaengar.
4th do. ... ..	T. Narahari Rao, B.L.	March ... ..	R. Venkataramaiya, B. A.

I take this opportunity of recording the valuable services rendered to the school by Messrs. Walsh, Rághaváchari, and Narahari Rao.

5. The fees collected have been Rs. 3,148—8—0, against Rs. 2,811—12—0 in the previous year, shewing an increase of Rs. 336—12—0.
- Increase of Fees.

I propose this year to raise the rates of fees in all classes.

Proposed Increase in the rates of Fees.

I have also drawn up a somewhat hasty, but sufficiently accurate statement of the social position and average salaries of the parents or guardians of students attending the school. An inspection of this will, I think, shew that a still greater increase in the rates of fees may be made next year, if provision be made for the tuition of the poorer students.

6. The number on the school roll will be found to be less than at a corresponding time last year ; but this can be satisfactorily explained. Our late Chief Commissioner remarked that as numerous private schools were now established for elementary education, there was no object to be gained by teaching all boys little or great ; care has therefore been taken during the latter part of the year to admit boys to those classes only for which they were quite qualified. On that account many boys have been dissatisfied, because they were not put into higher classes, and so after having been examined have not come to the school. I feel sure, however, that beneficial results will follow, and we have at present quite as many students as can be well accommodated.
- Decrease in Roll.
- Letter from Chief Commissioner.  
Genl. No 3475  
Educl. „ 23

7. The standard of lessons has been varied in some of the classes.
- Lessons.

8. I am well satisfied with our present staff of masters in the upper part of the school. Three years ago we had no graduates as masters, but now there are four, and most of the others have
- Need for an Extra Master.

passed either the Matriculation or the First-in-Arts examination. Still we have five important classes, and with our present staff of masters, one class has to be taken in the evening. It is necessary that another master should be provided ; but this will form the subject of a future letter. Suffice it here to say that in the beginning of 1865, when there were no College classes, the monthly expenditure was within Rs. 130 of what it now is, *i. e.*, Rs. 1,000.

9. It seems advisable to make some rule, so that masters in the higher classes might, after a certain time of service, receive higher rates of salary. At present there are so few vacancies occurring in the Educational Department, and therefore very little prospect for deserving young men. Now that we have obtained a pretty competent staff of masters, it would be much to the disadvantage of the school to lose them just when they are becoming accustomed to the work.

10. Many of the classes are in a much more satisfactory state than last year. The progress in some of the classes immediately below the Matriculation class has been very marked, and great credit is due to their teachers. I look forward with interest in hopes of good results from them in the course of the next two years. I am not however so well satisfied with the F. A., and 1st class, as with those of last year.

11. Monthly written examinations have, as far as possible, been carried on in the upper classes, and the lower classes have been periodically examined *vivâ voce*. I hope to carry out this system of examinations in the lower parts of the school more fully this year by assigning one or two of the lower classes to each of the senior masters, and receiving from them monthly reports of progress.

The upper classes will be examined monthly or weekly by means of papers.

Examination of the Upper  
Classes.

A standard for admission to classes has been drawn up in the appendix, and each candidate must obtain a certain per centage of marks, so that it will

Examination for Admission.

now be impossible for a boy to gain admittance to any class unless he is fit for it.

The annual examination took place as usual last November, and I now tender my thanks to the following gentlemen who kindly undertook the onerous task of examining.

English. . .	..	{ John Bradshaw, Esq., B. A. E. Thompson, Esq., M. A. Rev. G. Rae, M. A. Rev. J. Hudson, B. A. J. Marsh, Esq. H. Wellesley, Esq., M. C. S. M. Clapham, Esq.
Optional Subjects. . .	..	{ S. Venkatavaradaiengar, Esq., M. L. Capt. Fitz Patrick, Abdul Khader, Esq.
Mathematics . .	..	{ Lieut. Pennefather, R. E. W. A. Porter, Esq., M. A. Capt. Edgecombe, R. E. James Bradshaw, Esq. Rev. J. Walton, Rangaswami, Esq., B. A.
Moral Philosophy . .	..	Rev. W. Stevenson, M. A.
History and Geography . .	..	{ Rev. W. Miller, M. A. G. Duncan, Esq. Rev. B. Rice. Rev. E. H. Dubois, Rev. A. Walker, M. A. K. Mahomed Ali, Esq.

I also thank the masters for their assistance in the examination of the lower classes.

The examiners' reports are pretty favorable; they are given at length in appendix A. The First-in-Arts class has on the whole acquitted itself well in mathematics, Kanarese, and geography; but the reports on English and history are not so good as those of the previous year.

In the Matriculation class most of the examiners' reports are very favorable, the only unfavorable ones being the reports on algebra

and Kanarese. I am sorry to say that the reports on the 1st class are unfavorable, only one boy out of the whole class appears to have acquitted himself even passably. On the other hand, I am glad to say the reports on the next two classes are very satisfactory.

Essay Writing. A new feature in this year's examination was the essay. It will be necessary to give more attention to this important subject, and I shall be glad if an exhibition or scholarship can be founded for English composition.

University Examinations. I can record a fair amount of success in the University examinations by the pupils of the High School. The F. A. results are not so good as last year.

Eleven were this year sent up for the F. A. examination, and four passed. In the Matriculation examination ten passed out of 15 sent up, one in the 1st class.

Success of old Students. Two former students of the High School have gained distinction this year. One having graduated in Law, the other having passed in the 2nd class of the B. A. degree list.

Prizes. The prizes in the upper classes have been awarded by the results of the School examination, and a prize in the Matriculation class has also been assigned for the first place in marks in the monthly examination. The examiners' reports of the 1st or Preparatory Matriculation class are not favorable, and only one prize has been awarded to this class.

Lower Classes—Prizes. The prizes in the lower classes were determined partly by the marks of the year and partly by the examination marks. It has been the custom of late to give pretty valuable prizes to the upper classes, sometimes as much as Rs. 25 for one prize; by this means many students become possessed of valuable and useful books which they would not otherwise be able to obtain.



I have much pleasure in thanking the following gentlemen for kindly contributing prizes :—

Capt. T. Clarke.  
J. Garrett, Esq.  
B. Krishnaiengar, Esq.  
P. N. Krishnamúrti, Esq.

The Library contains a fair collection of historical works, but was until lately very deficient in English literature, and consequently has not been so much used by the students as would otherwise have been the case. About 50 new books have lately been added, but the Library even now is far from being at all complete in literature and mathematics. Application has been made for a grant to purchase at once some standard works. In whatever school the teaching of English is carried beyond the merest elements, I consider a reference Library indispensable. I propose to sell off some books no longer required or unsuitable, and purchase others. A new list is now being made by two of the masters, one of whom will act as Librarian and have complete charge of the books.

I will here merely give a brief sketch of the probable way the High School may be made of the greatest benefit to that class of the Native community for which it seems intended. The subject may perhaps be advantageously discussed under two heads. (1) In a Native Province like Mysore, is it for the good of the natives to afford them the means of acquiring a liberal *English* education? and if so, (2) How may this school in conjunction with other educational institutions in Mysore best promote this end with the least cost to the Government?

It certainly does appear necessary to educate the upper classes in the highest branches of our language, and otherwise all our labor up to the present time, in imparting to them a knowledge of English, will have been in vain. We wish to educate the higher classes that they may themselves be able to rule the country well, in the highest sense of the word. This object will be gained by enlarging and ennobling the ideas, which can undoubtedly be done much better by the study of works on English literature and science, than any to be found in the best vernacular literature. When once such thoughts and notions have

been fairly implanted in the minds of the upper classes, we shall then expect to find them anxious to express these thoughts and notions in writings in their own vernacular, which ideas will naturally by these means descend to the lower classes, and all natives will then be able to obtain from the vernacular, that high knowledge which all educational bodies in India, of whatever class, are now trying to impart. Natives will then value education for its own sake, and for its influence in forming the character, and not as so many now do, only for its marketable value. That this is a fact, may be learnt from statistics of our own school ; the parents or guardians of at least one half of the students being Government servants who educate their children with the expectation that at some future time they will get similar employment ; while the sons of wealthy merchants and tradesmen, which is a numerous class, hardly form 10 per cent. We may then also expect to find them willing not only to impart those ideas to their poorer brethren, but also desirous of assisting them with their wealth. The great thing is to find incentives for education. This has been done in a great measure by Government.

With regard to the second point in the machinery of our higher Anglo-vernacular schools, a great deal of labor is *lost*, from want of a proper division of labor. There are now, exclusive of Mission Schools, eight or nine native schools in Mysore, all struggling to bring up pupils for the higher University examinations, and in schools where there is but one good master this must be done at the expense of 99 per cent of the students. At present, one school in the Mysore country would be quite enough to prepare all those wishing to go up for higher examinations, for the next few years at least. Other schools should then educate only up to Matriculation standard. This was the original rule for Mysore, and in other parts of India, a rule of this kind is now enforced. Students would then be much better prepared for Matriculation in these schools, and far greater results would ultimately be obtained. With regard to the establishment of a regular College Department, I am not sure it would be advisable to do so at present, at all events not until some such plan, as I propose, has been adopted, and the results seen. Colleges certainly have been commenced with as few undergraduates as are now in the High School, namely 15 F. A. students, and 8 B. A. students ; but the numbers in these classes

are just now very fluctuating, and I think with one other good master all our requirements would be met for the present. We should then have *four*, perhaps *five* masters capable of taking College classes. I shall not say more here, but will submit my opinion on this subject more fully in a special report, if required to do so.

In conclusion I have to express my thanks to the masters in the school for the assistance they have given me during the past year, and I wish particularly to mention Messrs. Marsden and Leonard for the ready help I have always received from them.

(Signed.) CHAS. WATERS. M. A.,

*Principal.*

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## APPENDIX II.

### I. CIRCLE.

#### *Inspector's Report.*

I have the honor to furnish my Report for the year ending 31st March 1870.

The following tables will shew the number of schools and pupils under my inspection, and the work performed by myself and the Sub-Deputy Inspectors.

Table I.

DISTRICT.	No. of Government Schools.	No. of pupils.	Private Schools in receipt of Govt. Grant.			Private Unaided Schools.			Total No. of Schools.	Total No. of Pupils.
			Established by Mission societies.	Established by other than Mission.	No. of pupils.	Established by Mission societies.	Established by other than Mission.	No. of Pupils.		
Bangalore ... ..	52	1,589	25	19	3,524	15	34	1,234	145	6,347
Kolar ... ..	83	1,679	...	6	181	...	...	...	89	1,860
Mysore ... ..	59	1,752	7	4	642	3	..	266	73	2,660
Hassan ... ..	30	912	...	3	120	...	...	...	33	1,032
<hr/>										
Total for 1869—70	224	5,932	32	32	4,467	18	34	1,500	340	11,899
<hr/>										
1868—69	150	*1,994	27	30	3,941	...	...	...	217	5,935
<hr/>										
1867—68	30	1,402	22	21	4,045	...	...	...	73	5,447

\* Exclusive of Hóbli School pupils of which no accurate record exists.

Table II.

DISTRICT.	No. of boys, schools of the higher class.	No. of pupils.	No. of boys, schools of the middle class.	No. of pupils.	No. of boys, schools of the lower class.	No. of pupils.	No. of female schools, middle class.	No. of pupils.	No. of female schools, lower class.	No. of pupils.	No. of normal schools.	No. of pupils.	Total number of schools.	Total number of pupils.
Bangalore ... ..	4	624	10	632	59	2,474	4	213	17	1,401	1	50	95	5,394
Kolār ... ..	1	63	1	61	85	1,657	...	...	2	49	...	...	89	1,830
Mysore ... ..	2	497	4	138	60	1,565	...	...	4	194	...	...	70	2,394
Hassan ... ..	1	134	1	31	30	835	...	...	1	...	1	22	34	1,022
Total for 1869—70.	8	1,318	16	862	234	5,531	4	213	24	1,644	†2	72	288	10,640
1863—69.	8	1,134	14	745	167	3,396	4	213	24	1,297	2	126	219	7,009
1867—68.	7	1,103	12	567	41	2,508	...	...	15	1,283	1	28	76	5,489

† The Nandidroog and Nagar Normal Schools for the training of Hóbli Masters, also under the Inspector of Circle I, are not included in the above statement.

### Statement of Work.

NAME AND OFFICE.	Area of circle in square miles.	No. of schools examined during the year.	No. of days occupied in examining schools.	No. of days occupied in other work.	No. of days spent on circuit.	No. of miles travelled during the year.	PENALTY.
R. G. Holson, Inspector of Schools ... ..	9,826	93	124	136	149	2,246	
Khawja Mohammed, Hindu-tani Sub-Deputy Inspector ... ..	9,526	30	70	30	80	636	
Dakshinamúrti Shástri, Sub-Deputy Inspector, Hóbli Schools, Bangalore ... ..	2,795	15	87	138	225	1,264	
Shámachári, Sub-Deputy Inspector, Hóbli Schools, Kolár ... ..	2,337	89	104	261	211	960	
Srinivasalingar, Sub-Deputy Inspector, Hóbli Schools, Mysore ... ..	3,064	67	76	109	155	1,480	
Cheluvaiengar, Sub-Deputy Inspector, Hóbli Schools, Hassan ... ..	1,602	56	79	66	220	1,200	

By arranging the schools according to the standard of instruction instead of reporting the Government and aided schools separately, I have departed from the established usage, but trust it will meet with approval as it facilitates the formation of general conclusions with reference to each particular class of school.

### HIGHER CLASS SCHOOLS.

The progress of higher education is indicated by an increase in the number of candidates who have this year passed the Matriculation and F. A. examinations. Considerable difficulty is experienced in securing suitable assistant masters. The report on the Normal School will shew that the improvement of the existing staff has received attention. In grouping the schools, I have not separated the purely Government from the aided institutions, but have reported together all higher class, then the middle and lower class schools within the limits of Circle I.

#### *The Native Educational Institution Bangalore, which for the last*

Amount of Govt. grant	
per mensem...	200
Income from other	
sources ...	457½
Rate of schooling fee from	
As. 4 to Rs 1½	
Number of Pupils ...	330
„ Classes ...	11
„ Teachers..	10
„ Munshi ...	1

3 years has been under the charge of the Rev. J. Hudson, B. A., of the Wesleyan Mission, continues to hold a high position. Of 6 competitors at the recent F. A. examination, 3 passed, one in the first class, and 3 matriculated. Of the 9 assistant teachers, two have matriculated, two have passed the F. A. examination and one is a graduate of the Madras University.

College classes have been formed for the B. A., F. A., and Matriculation examinations; but the extra tuition involved, it is to be feared, can hardly be accomplished without expensive additions to the teaching staff.

#### *The London Mission Institution (Central) has attained its present*

Amount of Govt grant	
per mensem ...	* 100
Income from other	
sources ...	* 945
Rate of schooling fee from	
4 As. to 2 Rs.	
Number of Pupils ...	165
„ Classes ...	9
„ Teachers...	9

standard under the charge of the Rev. J. H. Walton. Four pupils matriculated at the last University examinations, and three passed the F. A. test. The University classes have been increased by the opening of one for the B. A. examination; but it is doubtful whether the present staff will be equal to the extra

\* N. B. The expenses of the Cantonment and Alsúr branches are included in the sum of these amounts.

work involved. Of the higher class schools for the education of natives this and the Native Educational Institution are second only to the Government High School. There are in connection with this school, two Anglo-vernacular branches in different parts of Bangalore that rank as middle class schools, and are reported on under that heading.

*The Rāja's School, Mysore*, since it came under Government direction upwards of 2 years ago, has continued to

Number of Pupils ...	254	make very satisfactory progress. Four pupils
Classes ...	7	matriculated, and two passed the F. A. exa-
Teachers..	7	mination. The existence side by side of this

and the aided Mission institution has been found to keep up a healthy spirit of competition which has never given way to ill feeling. Both schools are efficiently conducted, and vary very slightly either in numbers or proficiency. Much credit is due to the Head Master, Mr. Dunning.

*The Wesleyan Mission School, Mysore.* The success of this school at the recent University examinations was

Amount of Govt. grant		very creditable. Only one pupil matriculated
per mensem ...	100	out of seven ; but two out of five F. A. can-
Income from other		didates passed, one in the first class. The
sources ...	505	classes that last year called for unfavorable
Rate of schooling fee from		remark shew decided improvement, which has
As. ...	6 to 8	been brought about by judicious changes in
Number of Pupils ...	243	the teaching staff. It is due to Mr. T. G.
Classes ...	8	
Teachers ...	8	
Munahi ...	1	

Sykes, B. A., who gave up charge of the institution at the end of 1869, to state that its general efficiency at the close of his connection with it was greater than it had ever been at any previous period during the time it has come under my inspection. Mr. Sykes has been succeeded by the Rev. J. Hutcheon, M. A., lately returned from England, whose previous educational efforts in the Mysore Province afford a sufficient guarantee for the efficiency of the supervision. One young man who has been preparing for the B. A. degree examination may be expected to appear in February next. A promising Matriculation class has been formed.

*The District School, Hassan*, was the first district school to send up successful candidates to the University exa-

Number of Pupils ...	134	aminations. This year the results have been
Classes ...	7	disappointing, as only one pupil matriculated
Teachers ...	6	

and one passed the F. A. examination. During the greater part of the year the 1st assistant rendered no efficient help whatever, and one of the most useful assistants, the 3rd, was promoted to a distant appointment. Mr. Haldwell and his second assistant Krishnappa, each took two classes and devoted extra time to their tuition, but it was impossible so short handed, to secure satisfactory results. I inspected the school in December, and in justice to Mr. Haldwell, the Head Master, must observe that though it had suffered, its condition was better than I expected to find it, knowing the difficulties with which he had to contend. The number of assistants has been increased since last year from 5 to 6, and the one complained of is no longer in the department. The contemplated extension of the school house will admit of the opening of a vernacular branch. The popularity of the school does not appear to have suffered from the temporary check, as great confidence is deservedly placed in the Head Master.

*The Bishop Cotton Grammar School, Bangalore, sent up 10 Matriculation candidates, of whom 4 passed. I*

Amount of Govt. grant	
per mensem ... ..	*470
Income from other	
sources ... ..	*850
Rate of schooling fee	
... ..	3, 4, 6 & 8Rs.
Number of Pupils ... ..	74
„ Classes ... ..	5
„ Teachers ... ..	5

inspected this school 3 months ago, and was able to report on it favorably. It was gratifying to observe the efficiency of the junior classes as there is a tendency in some schools that rank as "Higher Class" institutions to sacrifice much of the attention due to the mass

of the scholars for the sake of the few University students. With the lowest class I was greatly pleased. The answers I received to questions on the meaning of different portions of the Deserted Village, shewed a more intelligent acquaintance with the matter of their lesson and a nearer approach to an appreciation of poetic ideas than I have usually met with in such little boys. Class I, the one next to the Matriculation class, was large and considerable; disparity of attainment was apparent. The Latin and mathematical answer papers of the University class were all fair, and two or three good. I inspected the dormitories, refectory, &c., and had an opportunity of sitting down to a meal with the assistant masters and boarders at which the Rev. Mr. and Mrs. DuBois as usual presided. The order that prevailed everywhere indicates a careful attention to the comfort and welfare of the pupils.

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\* N. B. This amount includes the expense of the Girl's School.



*The District School, Kolár*, was inspected by me in November last, when the three higher classes did not acquit themselves so well as usual: this result, I attribute chiefly to several promotions that seemed to me premature, but to which I had reluctantly consented. As anticipated in my report to you, only one pupil succeeded in passing the Entrance Test, but as the school is but a little over six years' standing, and the matriculate in question commenced his alphabet in the institution, the result, small as it is, indicates progress. From its commencement to the beginning of the year, the school was under the charge of Mr. Abdul Rahmán, who now holds an important post in another department. Under his care it reached a higher state of efficiency than that attained by any other Anglo-vernacular School under a native in the Province. Mr. Abdul Rahmán was succeeded by Mr. D. Taylor, under whom the school for the first time obtained a place on the University list. Ultimately Mr. Jno. J. Steele of Shimoga exchanged places with Mr. Taylor and is still in charge. A Matriculation class of 6 pupils has been formed.

*St. Andrew's School, Bangalore*, sent up seven candidates, none of whom passed. The following remarks occur in my inspection report written shortly before the University examinations were held. "I examined the Matriculation class in Latin and mathematics. Of the answer papers in Latin one obtained a third of the total number of marks. In mathematics the same proportion, one third, was gained by two papers. Although the other answer papers of the class were below the standard of the Entrance examination, some of them exhibited sufficient ability to warrant the examinees studying with a fair hope of success next year. One or two of the best papers, though well arranged, might have been better written. Several serious orthographical errors detracted from the value of one paper, which in other respects was the best in the class. I am inclined to think that an ambition to obtain academical honors has led some who, though possessed of talent are rather young, to enter somewhat prematurely on a University course of study."

H

## MIDDLE CLASS SCHOOLS.

*The Chikka Ballápura Anglo-Vernacular School* was examined by me early in the year, and the following re-

Number of Pupils ...	61	marks occur in my report to your office.
„ Classes ...	5	“Not only are the numbers in the English
„ Teachers ...	3	school this year nearly the same as last but

the standard also has remained stationary. I have been disappointed to find that the most advanced pupils, who last year should have commenced the course of study laid down for a first class, and who might this year have commenced the studies required for Matriculation, all left for various schools in Bangalore. The highest class is therefore still a second.

A comparison of the enclosed tabular report with that of August last will shew that, besides the stationary character of the school as regards numbers and attainments, the same defects have been repeated. I may point out particularly the apparent sacrifice of the language studies, which should receive the first consideration, to that of arithmetic. The masters very reasonably urge that as each of them has three classes to teach they are compelled to give lengthy exercises in arithmetic and writing to two classes, and thus secure time for conducting the third in some other subject.

It is not necessary for me further to point out the connection between the inadequacy of the existing staff and the results, as shewn in the inefficient character of the tuition and discontent of the most promising pupils.

From the character of the town and the class of pupils who apply for admission I feel confident that the school at this place would speedily rival Kolár.

I beg to suggest for your consideration the expediency of abolishing the neighbouring feeble, useless English school at Dévanahalli, and appropriating the saving thus effected to supplying the long standing requirements of the Chikka Ballápura School. Unless some assistance be granted progress is impossible.”

You were pleased to concur with the above suggestions; also with my subsequent recommendation for the appointment of an under-

graduate as Head Master, and I am able to report that the results have fully come up to my expectations. A few days ago sanction was obtained for the appointment of an additional junior assistant, making the number of teachers correspond with the number of classes. With the present staff the school will not only be enabled to hold the first place amongst talook schools, but will, I expect, at the end of another year be a formidable rival to district schools that have secured places on the University lists. I have been very well satisfied with the Head Master, and the exertions of his assistants also deserve commendation.

*London Mission Branch School, Bangalore Cantonment*, is under

Amount of Govt. grant per mensem.	}	Included in the sums entered against the Central Institution.
Income from other sources.		
Rate of schooling fee from 4 to 12 As.		
Number of Pupils ...	112	
„ Classes ...	6	
„ Teachers ...	6	

the superintendence of the Rev. B. Rice. The tuition imparted is of a very useful character, and the efficiency of the

management secures a good attendance. The standard of its highest class would entitle it to rank with the second class of a Government Anglo-vernacular School.

*The Hunasúru Anglo-vernacular School* has never succeeded in

Number of Pupils ...	33
„ Classes ...	3
„ Teachers ...	2

attaining the Matriculation standard, but amongst the successful Bangalore candidates, at the recent Entrance examination, I observed the name of one who was educated at this

school, and who left it to enter the High School Matriculation class. The Head Master is a hard working teacher.

*The St. Joseph's Seminary, St. John's Hill, Bangalore*, attended by

Amount of Govt. grant per mensem.	* 150
Income from other sources	Information wanting.
Rate of schooling fee from 4 As. to a nominal fee of 2 Rs.	
Number of Pupils ...	77
„ Classes ...	5
„ Teachers...	5

\* Which covers also the expense of the Vernacular Branch.

European and East Indian children, is superintended by the Rev. R. A. Clemot, M. A., who has a staff of 5 Brothers of the order of St. Joseph. I inspected the school last month, when 56 boys were presented for examination. A Matriculation class comprising 6 pupils had been formed. The institution has hitherto taken a good position amongst mid-

dle class schools, and I think it is doubtful whether the adoption of a

University course of instruction will be found the most suitable for such boys as have entered upon it. The Brother in charge of the Matriculation students, however, has ability and experience, and will be able to make the most of the material furnished by his class. The examination of this and the lower classes also would probably have elicited more favorable results, had the inspection taken place at a later period of the term. On the whole the results were very creditable. The establishment provides accommodation for a few boarders. 18 of these are military orphans, on whose account an allowance of 7 Rs. a head is drawn from the Madras Government; fees produce about 15 Rs. a month. These items, together with the grant from the local Government, represent the average monthly income. Whilst strict economy is evidently enforced the premises and school apparatus comprise everything necessary, and admirable order prevails every where.

*The St. John's District Boys' School, Bangalore*, is a Protestant

Amount of Govt. grant	
per mensem ...	* 150
income from other sources	* 65
Rate of schooling fee from	
4 Aq. to a nominal fee of 2 Rs.	
Number of Pupils ...	68
"    Classes ...	4
"    Teachers ...	1
	assisted by three pupil teachers.

\* The amount of these sums covers also the expenses of the Girls and Infant Schools.

Parish School, similar in character to the Chatholic (St. Joseph's) School in the immediate neighbourhood; its superintendence is undertaken by the Chaplain in charge of the St. John's District. The standard of the highest class is about

equal to that of a second class in a Government school, omitting the vernacular studies of the latter. Three boys in the first division acquitted themselves well; the rest, fairly. For the lower classes the graduation of lessons requires revision. The Dublin Third Book is made the prose text book in classes I, II, and III, whilst for the first of these classes it is not sufficiently comprehensive, it is too difficult for the last; a similar uniformity appears to prevail in teaching geography. On the other hand the transition from the compound rules of arithmetic in class II, to Euclid and algebra in class I, is rather abrupt. The course of study laid down for Government schools would with few modifications be found better adapted than probably any other. The present Head Master has evidently had a teacher's training, his assistants are rather young, but all seemed interested in

their work. The pupils are, with very few exceptions, European, or East Indian ; nearly one half are admitted as free scholars. The fees are adapted to the circumstances of the parents. Books are purchased by all except the free scholars.

*The Holé Narasipura Anglo-vernacular School*, was inspected by me in December last, and I beg to append the

Number of Pupils ...	31	following extract from my report. "The
" Classes ...	4	
" Teachers ...	2	

English branch comprises only 28 boys, and the Kanarese branch 35, making a total of 63. The highest class in the English school is a third, and only 2 boys have attained that standard. The other class, a fourth under the Head Master's tuition, numbers 5 pupils; consequently the whole of the Head Master's time is devoted to teaching 7 boys. The remaining 21 pupils form classes V and VI, and are instructed by the assistant master. I have before expressed my dissatisfaction at the progress of this school, and am not surprised to find that its condition has called for remark from the Deputy Superintendent of the District and others." The change of teaching staff, which you approved, has not had a sufficiently long trial to produce any very decided alteration, but great improvement may confidently be looked for, as the present Head Master, an undergraduate of Madras, possesses considerable ability, and his appointment, I have reason to believe, is gratifying to the people of the place.

*The London Mission School, Alsúr Branch*,

Amount of Govt. grant per mensem ...	20	is not quite equal to the Cantonment branch, but fully meets the requirements of the neighbourhood. Tamil is the vernacular taught, as the majority of the pupils speak that language.
Income from other sources ...	189-2-8	
Rate of schooling fee from ...	4 to 8 As.	
Number of Pupils ...	70	
" Classes ...	6	
" Teachers ...	6	

*The Cantonment Orphanage, Shúlé, Bangalore*, is as its name

Amount of Govt. grant per mensem ...	60	implies, a free school, but in addition to the contributions of the public some of the orphans are partially supported by their friends. The following extract is from my report of inspection 3 months ago. "The object of this institution which is now too well known to render
Income from other sources ...	325	
Rate of schooling fee. None		
Number of Pupils ...	50	
" Classes ...	3	
" Teachers ...	2	

necessary any statement regarding it, continues to be ably and consistently carried out. The arrangements for the accommodation, tuition and moral training of the children are adapted to their station and future prospects. Since my last inspection some of the elder pupils have been withdrawn either to be placed under the care of their own friends, or in some suitable situation. A few of the elder lads now in the school have commenced an apprenticeship in a printer's office, but had not been long enough to acquire much knowledge of the trade. In examining the different classes the answers I received were not generally indicative of much intelligence. Such a book as Gleig's Sacred History might naturally be considered sufficiently elementary for girls of 10 or 12 years of age ; but it was clearly beyond their comprehension though doubtless the teacher had been at pains to explain it. On the other hand mechanical performances, such as writing, sewing, &c., shewed neatness, especially the needle-work which is considered to be very good. Cooking, I am assured, also receives due attention, although that branch of their education did not come under my inspection.

The finances are in a flourishing condition. The thousand rupees which last year was reported to have been set apart towards a building fund has increased to about Rs. 5,500. It is gratifying to observe the freedom with which the public appear to contribute towards this laudable object. The institution is under the charge of the Chaplain of the district, but the details of the management are very efficiently conducted by a committee of ladies.

*The Ordnance School, Fort, Bangalore*, is a school for the boys and girls of the East Indian and European residents of the Fort. The Commissary of Ordnance is regarded as the Superintendent of this school, which is also visited occasionally by the Rev. P. Webber. The building is the property of the Ordnance Department ; but all expenses are borne by the grant-in-aid of the local Government and by fees, the latter amounting to less than one-third of the former. The most advanced pupils can read intelligently from the

Amount of Govt. grant	
per mensem ...	40
Income from other	
sources ...	12
Rate of schooling fee	
from ... 4 to 12 As.	
Number of Pupils	Boys 15 } 33
	Girls 18 }
" Classes	... 4
" Teachers	1 master } 2
	1 mistress }

Manual of Conduct, write neatly, spell fairly, and understand arithmetical operations as far as compound division. A little history and geography are taught, and the girls are instructed in needle-work. The boys and girls are not taught separately. The supply of books and school apparatus is very defective, and the general condition of the school moderately satisfactory.

*The Yeḷandúru Anglo-vernacular School*, occupies a somewhat anomalous position. It has always been classed as a Government talook school, and is still under Government control ; but its cost is charged to the Yeḷandúru Jāghír. The highest class is a fourth, and under existing circumstances no considerable advance, either in number or proficiency, can be looked for. The school house is a mud building, confined and ill-ventilated.

Number of Pupils ...	38	as a Government talook school, and is still
„ Classes ...	3	under Government control ; but its cost is
„ Teachers ...	1	charged to the Yeḷandúru Jāghír. The highest

*The Channapaṭṇa Anglo-vernacular School*. I have hesitated to recommend the abolition of this school, but have now come to the conclusion that the step would be advisable. A demand for English education can scarcely be said to exist at all in Channapaṭṇa. The average attendance of boys from the town itself rarely exceeds ten or twelve, the majority of the pupils are drawn from the adjacent village of Maḷúru. When I inspected the school in October its total strength was only 22. Bangalore being distant only 34 miles, the very few pupils from this neighbourhood who wish to attain a useful knowledge of English prefer going there to remaining at a school which is never likely to be anything but a very elementary one. I may add that the Head Master has always worked hard, and in other places with better success. The vernacular school draws a large attendance.

Number of Pupils ...	37	of the people and on the recommendation of
„ Classes ...	2	the Mysore Deputy Superintendent. I have
„ Teachers ...	1	not had an opportunity of inspecting this

*The Gundlupéṭé Anglo-vernacular School*, was opened in the month of August at the repeated solicitation of the people and on the recommendation of the Mysore Deputy Superintendent. I have not had an opportunity of inspecting this school, but monthly reports submitted by the master and private letters from Gundlupéṭé, agree in representing the beginning that has been made as very satisfactory. The teacher is a young man, in whose steady application to work I have great confidence.

*The St Patrick's Seminary, Shālē, Bangalore*, is superintended by the Rev. J. A. Chevalier, and 3 Brothers of the order of St Joseph form the teaching staff. A few natives attend, but most of the pupils are Catholic East Indians, the children of clerks or mechanics, and whose education is rarely continued after they attain the age of 14 or 15. The education afforded is adapted to the class of people for which it is intended.

## LOWER CLASS SCHOOLS.

### BANGALORE DISTRICT.

*The Ragged School, Bangalore*, under the charge of the Chaplain of St Marks District is attended by the children of drummers attached to Native Corps, and by other East Indian children to whom in many cases the English language seems less familiar than Tamil. When I visited the school in February 20 girls and 16 boys were present. The tuition is of necessity very rudimentary. The teachers perform their duty well.

*The Sader Vēda Siddhānta Sabhā Seminaries, Bangalore*, are entirely under native management, the efficiency of which is highly commendable. The character of the school may be gathered from the following remarks taken from my inspection report. "The present registered number of pupils 281 is the same as last year, and the average attendance from year to year varies very slightly. The pupils are distributed as follows : in the Tamil school 144 ; in the Telugu 111 ; in the Kanarese 20, and in the Sanskrit 6. All are assembled in one long building, which is situated conveniently for the population from which the majority of the pupils are drawn. The teaching staff consists of 8 masters and 2 pupil teachers. An accountant, bill-collector and peon also form part of the establishment. The practice of holding weekly examinations is continued with good effect, and the general management is very creditable to the superintending committee.

Amount of Govt. grant	
per mensem	50—0—0
Income from other	
sources	48—12—10
Rate of schooling fee	2 to 8 As.
Number of Pupils	281
" Classes	8
" Teachers	8



Being unacquainted with either Telugu or Tamil I obtained the services of 2 competent scholars, wholly unconnected with the Sabhá, who conducted the examination in those languages. In their opinion the Tamil branch holds the first place. The subjects reported as read without meaning are all of a religious character, and it is presumed that in giving such lessons the method most likely to be popular will be adopted. The mode of imparting secular instruction is in accordance with rules followed in Government institutions. I was informed that 2 of the Tamil teachers were trained at the Vellore Normal School. The Sanskrit studies are of the most elementary character, and the demand for instruction in this branch appears extremely small. It has been found unnecessary to make arrangements for the study of English as other well conducted Anglo-vernacular Schools in the neighbourhood supply this want, and fully one-third of the boys from this school avail themselves of adjacent English schools from 7 to 11 A. M., and attend the Sadara Véda Siddhánta Sabhá School for lessons in the vernacular from 1 to 6 P. M.,

*The Channapaṭṇa Talook Kanarese School* has fallen in grade owing to the departure of all the boys that last year formed the third class. At the approaching examination due next month, I expect to be able to form a large third class.

Number of Pupils ...	69
„ Classes ...	* 1
„ Teachers ...	2
* With sub-divisions	4

*The Closepété Talook Kanarese School* has made indifferent progress. With the assistant master appointed during the year improvement may be looked for.

Number of Pupils ...	57
„ Classes ...	* 1
„ Teachers ...	2
* With sub-divisions	3

*The Dévanahallī Talook Kanarese School* has fallen off slightly in the attendance, but the condition of the highest class, a third, is creditable.

Number of Pupils ...	30
„ Classes ...	2
„ Teachers ...	1

*The Yelahanka Talook Kanarese School*, though numerically rather insignificant, has always been well conducted. The building, an old Musáfar Khána, affords very indifferent accommodation.

Number of Pupils ...	26
„ Classes ...	3
„ Teachers ...	* 1

\* An assistant has lately been sanctioned.

*The Doddaballipura Talook Kanarese School* is numerically the

Number of Pupils ...	116
„ Classes ...	• 3
„ Teachers ...	4
* With sub-divisions	5

strongest school in this Circle, and under favorable circumstances might attain an excellent position. The following remarks occur in my report after an inspection made early in the year. “The recent incorporation of the only remaining local school raised the number of pupils from 104 to 183. The three assistant teachers now employed have all come over at different times with their pupils. I found that the absorption of these indigenous schools *en masse* had not been followed by a distribution of the boys into classes, but each new master surrounded by his juvenile adherents had formed a small *imperium in imperio*. This state of affairs necessitated an entire classification of the whole school which was effected after the examination. Three classes were formed, of which the highest is a second. It is remarkable that in this, the largest Government Kanarese School in the Province, there are only 5 Brahman boys. Weavers and Lingáyets are the most numerous amongst the pupils. The Head Master and the assistant are weavers, the other two teachers Lingáyets. I have also observed but have never before mentioned in my reports that, though the examinations and prize distributions are well attended by visitors, chiefly the friends and relations of boys, the talook officials stand aloof from the school. During my several visits to the town, since the establishment of the School 5 years ago, I have never once met either the Peshkar or the Amildar, and have failed to ascertain any reason for the indifference to Government education which such conduct evinces. I take the opportunity of drawing your attention to the case the more prominently on account of its rarity, because an Amildar who ignores educational movements at the head quarters of his talook is not likely to render the Department much assistance in the hóbís, where the co-operation of such officials is essential to success. I am of opinion that all the teachers have worked hard during the last term.”

*The Hosakótté Talook Kanarese School* did moderately well at the

Number of Pupils ...	34
„ Classes ...	3
„ Teachers ...	2

annual examination. The Head Master lacks method.

*The Mágañi Talook Kanarese School* has suffered from an unavoidable

change of masters. The present attendance is very good. It became necessary to dismiss the assistant whose conduct was found to be prejudicial to the welfare of the school. Educational movements in this talook have received very little support from the talook officials.

*The Sarjapura Talook Kanarese School.* The examination and the subsequent distribution of prizes was largely attended, which attested the interest felt in the school ; its condition is very fair.

*The Nelamangala Talook Kanarese School* has been opened during the year. It was first conducted in a hired house, but has subsequently been removed to the old Traveller's Bungalow. I examined the school in December and reported.

Number of Pupils ...	102	
" Classes ...	*1	
" Teachers...	2	
* With sub-divisions ...	3	

" The school under report has taken the place of a hóbli school which had previously been opened in the town. The establishment of a talook school involved the introduction of fees and the purchase of school books, and notwithstanding the extremely trifling extent of such outlay, it threatened at first to interfere seriously with the attendance. Ultimately, however, the number rose to more than double the attendance of the former school. The register bears the names of 92 boys, 83 of whom were present at the examination. I consider that a very promising commencement has been made, and have every reason to be satisfied with the master who is a certificated teacher."

*The St. Mary's Catholic Tamil School, Bangalore.* Of the 58 boys present during

Amount of Govt. grant per mensem	}	Included in the amount set down against the A. V. St. Mary's School.
Income from other sources		
Rate of schooling fee, none.		
Number of Pupils ...	85	
" Classes ...	3	
" Teachers ...	2	

my inspection, 40 belonged to the alphabet class ; 10 could read the first book, and 8 the second book; about

half a dozen boys had learned the multiplication tables as far as the 3 times column. In connection with this school are the Simoncheri and the Artillery Branch Schools. The Sub-Deputy Inspector in reporting on the latter expresses himself as very much dissatisfied with both

teachers and pupils. These schools are established for the benefit of a very low and neglected class of natives.

#### KOLAR DISTRICT.

*The Bágépalli Talook Kanarese School.* The demand for education appears to be less in this talook, (Gúmanáyakanapálya) than in any other belonging to the Kolár District. The vernacular is almost entirely Telugu, but as all the pupils with one or two exceptions, are sons of cutcherry officials who speak Kanarese, that language instead of Telugu is made the medium of instruction at their particular request. The attendance at hóbli and indigenous schools throughout the talook is uniformly miserable.

*The Mujabágalu Talook Kanarese and Telugu School.* "Since the appointment of a Telugu assistant the numbers have doubled, and the demand for instruction in Telugu is apparent from the fact that, of the pupils whose names are on the school register, two-thirds belong to the newly opened Telugu school." The above remarks are quoted from my inspection report. The subsequent progress of the school has been very creditable.

*The Gudibanda Talook Kanarese School* has been established 8 months. I am not altogether satisfied with the beginning that has been made by the master.

Number of Pupils	...	24
" Classes	...	1
" Teachers	...	1

*The Goribidanúru Talook Kanarese School.* The town being a small one, a larger attendance cannot be expected. I examined the school in July, and it was found to be in a state so discreditable to the master that his removal was considered necessary. Under the present teacher the school is doing well.

Number of Pupils	...	29
" Classes	...	2
" Teachers	...	1

*The Chikka Ballápurá Talook Kanarese School* has gone down during the year. The present attendance is fair, but should be much

Number of Pupils ...	* 63	larger. I consider the opening of a Telugu
" Classes ...	1	branch in connection with the existing
" Teachers ...	2	
* With sub-divisions ...	4	Kanarese one would be popular, but the
		want of accommodation has presented a
		difficulty hitherto.

*The Chintámani Talook Telugu and Kanarese School* when I inspected it in June, was simply a Kanarese

Number of Pupils ...	80	School. The following remarks were made
" Classes ...	3	by me at the time. "The establishment of
" Teachers ...	3	a Government Telugu School has been the

subject of frequent requests from the people and of recommendations from this office. When the teacher of the principal local Telugu school was appointed master of the Government Girls' School about 18 months ago, his pupils, 25 in number, came to the Government Kanarese School, and received instruction in Telugu from the Kanarese master and his assistant. A Telugu assistant was expected, but as after 6 months the appointment was not made, a private school was opened in the town and attended by 20 or 30 boys. Whilst encamped in Chintámani a few of the leading Chettís of the place called on me with a numerous signed petition, herewith enclosed, in which they request the establishment of the long looked for Telugu branch, and express a hope that the appointment of Telugu assistant may be given to Bhavánáchári." I believe the appointment sanctioned by you has been very gratifying to the people.

*The Kolár Talook Telugu and Kanarese School* is conducted in a hired building in the town apart from the

Number of Pupils ...	45	Anglo-vernacular School. In my report of
" Classes ...	3	November the following remarks occur. "The
" Teachers ...	2	condition of the Kanarese school, as a whole,

is satisfactory. My attention was attracted by something singular in the appearance of one boy who, I found, was quite blind. He afforded a striking instance of the power of a cultivated memory. In general intelligence he struck me as being barely on a par with the majority of the class, but he repeated without hesitation any portion of any lesson I called for, that had been read by the class during the last 6 months. He was able to write to dictation more slowly, but as accurately as any average boy of his age. The degree of proficiency to which he had at-

tained may be regarded as evidence of careful teaching." The Telugu class had only been established 3 or 4 months, and was of the 4th or lowest grade.

*The Narsápara Talook Kanarese School* was reported in June as follows. "The town, though a very small one,

Number of Pupils	...	34	sends 44 boys to the school, which is the only	
"	Classes	...	3	one in the place. The present number and
"	Teachers	...	1	proficiency of the pupils warrant the appoint-

ment of an assistant, so that the junior classes may not be neglected, now that the more advanced pupils demand a larger portion of the Head Master's time and attention." The school-master has conducted himself entirely to my satisfaction. I trust my application for an assistant will eventually be granted.

*The Sríniváspura Talook Kanarese and Telugu School* has been

Number of Pupils	...	40	culpably neglected by the master, who has been removed to an inferior post.	
"	Classes	...		*1
"	Teachers	...		2

\* With sub-divisions. 3

*The Sidlaghatta Talook Kanarese School.* The position of this school is very unfortunate as represented in

Number of Pupils	...	25	the following extract from my last report.	
"	Classes	...	1	'As represented in a previous report the very
"	Teachers	...	1	

buted principally, if not solely, to the inconvenient position of the school-house. The existence in the town of a small Sanskrit school, two private Kanarese schools, and a Hindustani Madrasa, sufficiently indicate a demand for vernacular instruction. A particular interest in the Government school was apparent from the presence of between 130 and 140 spectators during the examination. More than one request for the establishment of a Girls' School, helped to strengthen the opinion I formed that the removal of the Government school to a suitable place within the town would be attended by the most favorable results. I am satisfied that the school-master has worked well, but he appears much disheartened at the difficulties to be contended with, many of which might be remedied by removing the school from its present situation. I find the school-house has been surrounded by a mud wall, the coping of which has all disappeared, and during the rains it is more than probable that

extensive portions of the wall will fall. The work must have been very badly performed. The school-house itself betrays defective building. The walls are being honey-combed by white ants, which infest all parts of the building to such an extent that the master represents his time as being nearly equally divided between boys and white ants. I beg to suggest that the Chief Commissioner be requested to sanction the school-house being made a Travellers' Bungalow as it is manifestly hopeless to expect any educational success, unless the building be given up by this Department and a more suitable place secured. Should the step be sanctioned, a house may at once be procured in the town at moderate rent. Near the talook catcherry is an extensive piece of ground, the property of Government, part of which might be retained for the Educational Department as a site for a new school-house.

#### MYSORE DISTRICT.

*The Mysore Rāja's Kanarese School* is well attended and steadily conducted. The Head Master being a good

Number of Pupils ...	75	Kanarese scholar can superintend the Kanarese studies of the University classes attached to the Anglo-vernacular School.
„ Classes ...	2	
„ Teachers ...	2	

*The Nanjanagúdu Talook Kanarese School* has benefitted by the

Number of Pupils ...	42	change of masters that occurred during the year, and may be expected to show further improvement.
„ Classes ...	2	
„ Teachers ...	1	

*The Maddúru Talook Kanarese School* has made rather indifferent progress, but has met with several unavoidable

Number of Pupils ...	28	interruptions during the year, which are not likely to occur again.
„ Classes ...	1	
„ Teachers ...	1	

*The Mandya Talook Kanarese School* is in the hands of an intelligent teacher, and is making good progress.

Number of Pupils ...	42	The Amildar has shewn an active interest in the school that has produced good effect.
„ Classes ...	2	
„ Teachers ...	1	

*The Narasipura Talook Kanarese School* was reported in January last as follows. “The present number of 26

Number of Pupils ...	22	boys may be considered good for so small a town, and it affords me much pleasure to
„ Classes ...	2	
„ Teachers ...	1	

report that the progress has been satisfactory. As shewn in the enclosed tabular statement, the boys of the third class have gone through the appointed course with sufficient care to warrant their promotion to the second grade. Grammar was the only subject to which I had occasion to remark upon at all unfavorably."

*The Sargúru Talook Kanarese School* was opened during the current year, and has not been inspected by me.

Number of Pupils ...	21	Its condition numerically was unsatisfactory, but has subsequently improved. In the opinion of the Assistant Superintendent who visited the school the master was not to blame.
" Classes ...	2	
" Teachers ...	1	

*The St. Joseph's Catholic Tamil School Mysore*, is an elementary vernacular school, intended chiefly for the

Amount of Govt. grant per mensem ...	} Included in the amount entered against the Anglo-vernacular School.	children of the Catholic Tamil speaking population of Mysore. At the examination held by the Sub-Deputy Inspector, 8 boys were able to read well. The alphabet class comprised 40 boys.
Income from other sources ...		
Rate of schooling fee 1 Anna,	nominal.	
Number of Pupils ...	68	
" Classes ...	3	
" Teachers ...	2	

*The Yedaṭoré Talook Kanarese School* has suffered from a frequent

Number of Pupils ...	8	change of masters.
" Classes ...	1	
" Teachers ...	1	

*The Chámarájanagara Talook Kanarese School* is a newly established school that has not yet been inspected.

Number of Pupils ...	36
" Classes ...	1
" Teachers ...	1

*The Gundlupéṭe Talook Kanarese School* has only been two months

Number of Pupils ...	in operation.
" Classes ...	1
" Teachers ...	1

#### HASSAN DISTRICT.

*The Arakalagúdu Talook Kanarese School* received a very serious check, as will appear from the following statement taken from my report on an inspection

Number of Pupils ...	50	made in December. "The monthly reports
" Classes ...	2	
" Teachers ...	1	



received from this school during the early part of the year shewed a gradual diminution in the numbers, until in the month of July last the attendance ceased altogether, and after a further trial of nearly a month it seemed improbable that any boys could be collected. The school was therefore closed, and the master removed. It is worthy of remark that the withdrawal of the master and the closing of the school elicited no application on the subject from the people of the place. This silence I interpreted as indifference. I have since ascertained that the failure of the school was due in a great measure to the idleness of the master. It is a very significant fact that under the new teacher there has been an attendance of between 40 and 50 boys, whilst the school to which the former teacher was removed began to decline from the date of his taking charge." It is rapidly regaining lost ground.

*The Narasipura Talook Kanarese School* is thus reported on in December. "Its numbers at one time reached

Number of Pupils	...	34	between 70 and 80, and in proficiency it ranked amongst the first schools. The Kanarese master who then had charge subsequently resigned his situation. For a few months the assistant master discharged double duty, and it is due to him to state that he worked zealously and with creditable success. In the month of August the Kanarese master at Arakalagúdu, after completely extinguishing the school at that town, was removed as a temporary arrangement to fill the vacancy at Holé Narasipura, and his proceedings in his present appointment threaten to lead to the same disastrous results achieved at Arakalagúdu. The assistant Kanarese master's classes were irregularly thinned of the most promising boys to supply the constantly recurring vacancies in the upper classes caused by boys leaving in disgust." The school is now in good hands and is improving slowly.
" Classes	...	2	
" Teachers	...	2	

*The Belúru Talook Kanarese School* also examined in December was reported by me as follows. "Of the 35 boys

Number of Pupils	...	32	whose names are on the register all presented themselves for examination. The improvement in this school which set in last year has continued, and it affords me much pleasure to state that the mode of
" Classes	...	2	
" Teachers	...	2	

teaching and its results as apparent in the proficiency of each class is very gratifying. The general progress of the school is due in a great measure to the exertions of the assistant master Gundappa, whom I have prominently mentioned in previous reports.

*The Sakaléspura Talook Kanarese School* was closed when I visited the town on my tour through Manjarábád.

Number of Pupils ...	22	It was asserted, and with truth, that since
„ Classes ...	2	Srínivásaiengar, now Sub-Deputy Inspector
„ Teachers...	1	of Hóbli Schools in the Mysore District, was

removed from Sakaléspura, the school has never been in a satisfactory condition. Almost any master in the Department would regard an appointment to this place as a species of banishment, and I have reason to believe that the recent transfer affecting this school is regarded by the late master as a fortunate escape, and by his successor as a misfortune. I would therefore suggest that the salary attached to this school be raised from Rs. 15 to 20, in consideration of the additional expense and discomfort involved in a residence here. The importance of the school will be considerably augmented on the completion of the bridge across the Hémávati, which river cuts off one or two populous villages that will furnish many additional pupils. I may add that the service of the master now ordered to this place from Kadoor would warrant the proposed addition to his pay. One of the visitors remarked after the examination that no sooner did a master arrive at Sakaléspura than he sat down to write a petition for his removal. I hope the present master's case will meet with due attention.

*The Attikuppa Talook Kanarese School* was opened in the month

Number of Pupils ...	34	of August last. The progress made is credit-
„ Classes ...	2	
„ Teachers...	1	able.

*The Nágamangala Talook Kanarese School* since its commence-

Number of Pupils ...	23	ment has had the advantage of a proficient
„ Classes ...	2	
„ Teachers	1	hardworking teacher ; but the place is small and not very thriving.

*The Catholic Kanarese School, Sethalli.* In consequence of my examination being held during the rági harvest, the absentees amounted

Amount of Govt. grant	
per mensem	Rs. 15
Income from other sources	
consists of contributions	
in grain, &c., estimated	
at about Rs. 50 or 60	
per mensem	...
Rate of schooling fee	1 to 3
annas	
Number of Pupils	... 53
" Classes	... 4
" Teachers	... 2

to about one-third of the number noted in the margin, but the average daily attendance is said to be very good. The school may be classed as a good village school, but where the course of secular instruction differs from that pursued in Government hóbli schools, the difference is no improvement on the latter. Whilst most of the boys could read and write very creditably, they adopted clumsy Hindu methods of working out sums and generally betrayed defective teaching on this subject. A good Kanarese prose reading book, such as the *Kathá Saptati* or *Kathá Sangraha*, should be introduced, and if poetry be read, something rather simpler than the *Slókagaḷa-sangraha* might be found, that would be equally popular and more useful. I would also suggest that a Kanarese map of the world and one of India be supplied, and some outlines of geography be explained. An excellent geography printed at the Catholic Mission press is in use, but had not received much attention. Both the masters employed struck me as intelligent men and with little training would make good teachers.

Amount of Govt. grant	
per mensem	Rs. 10
Income from other sources	
Rate of schooling fee, none	
Number of Pupils	... 21
" Classes	... 3
" Teachers	... 1

*The Singáputra aided Kanarese School* established by Captain Fitz Gibbon for the benefit of the children of plantation coolies and laboring classes in that neighbourhood is about equal to an average hóbli school.

### HOBOLI SCHOOLS.

The examination of these schools is performed by Sub-Deputy Inspectors, of whom one has charge of each district, and is expected to examine every school not less than three times during the year. I also make a point of seeing as many as possible myself in different parts of the country. In addition to frequent inspection of the schools the masters of each district (except Hassan) have been assembled for examination. I attach great importance to this step, and am persuaded that its adoption has been productive of great benefit. Its necessity was foreseen by Mr. Rice, who, whilst officiating Director, remarks in his Annual Report with reference to the newly trained hóbli school-masters, "By means of constant supervision and by requiring them periodically to

submit to examination, it is hoped that the substance of their recent studies will be retained in the memory, and that their practice will be regulated by the principles they have been taught." The hóbli school-masters shew by their promptitude in falling in with this measure, their appreciation of the opportunity afforded them of making representations regarding their work, and of course their pay. A topic of general interest is often after previous discussion publicly brought forward by a deputed spokesman. I may refer to two subjects of unanimous protest; i, the appellation pantóji, and ii, the promotion of deserving masters by transfer to the position of assistants in talook schools. The substitution of the English term school-master for pantóji appears to afford entire satisfaction. The expediency of a slight increase to the pay of deserving teachers, and the appointment of paid monitors or assistants for large schools, was submitted for your consideration and will, I trust, be approved. The present scheme of promotion involves removal to a distance, which is opposed to the original conditions of engagement, *vis.*, that the masters should be appointed to, or as near as possible, the hóbli in which their own schools were conducted. Before proceeding with a statement of the working of these hóbli schools, I may remark that the Sub-Deputy Inspectors have generally afforded me much satisfaction. The results in the Hassan District are not quite up to my expectations, but difficulties exist there, which are not met with in any other part of the Circle.

#### BANGALORE DISTRICT.

The muster of masters belonging to this district took place in the month of February at the Government High School, Bangalore. The training received by some previous to their appointment had been very brief, and the difference between these and the other examinees was so marked that I detained 15 of the most deficient, and directed them to attend the Normal School, where Mr. Clapham gave them his special attention daily for a week. At the expiration of that time they were examined again in giving experimental lessons, and were allowed to return to their schools. The Sub-Deputy Inspector Dakshinámúrti Shástri is quite new to his work ; but he has been indefatigable in making himself thoroughly acquainted with his district, and deserves commendation.

The following table exhibits the locality, number, and classification of the hóbli schools established in the Bangalore District.

Number.	TALOOK.	LOCALITY OF SCHOOL.	Number of Pupils in each Class.					Total Number of Pupils.	
			1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.		
1		Hindiganaļu ...	...	...	...	...	42	42	
2		Hullūru ...	...	...	...	...	5	5	
3	Hosakōté ...	Vāgattā ...	...	...	...	9	7	13	
4		Kādgōdi ...	...	...	...	...	5	21	26
5		Bidarahaļli ...	...	...	...	4	9	9	22
6		Lakkondahaļli ...	...	...	...	...	...	20	20
7		Sūlibalé ...	...	...	...	6	12	12	30
8	Dévanahaļli ...	Jangamakōté ...	...	...	...	4	11	20	35
9		Kyálnūru ...	...	...	...	6	6	18	30
10		Milūru ...	...	...	...	...	7	21	28
11		Channaráyapaṭṭa ...	...	...	...	...	4	11	15
12		Būdigere ...	...	...	...	7	22	42	71
13	Dodda Ballá-pura ...	Kundāṇa ...	...	...	...	...	4	12	16
14		Rājaghaṭṭa ...	...	...	...	1	14	5	20
15		Tūbagere ...	...	...	...	1	3	14	18
16		Haṇabé ...	...	...	...	...	...	5	5
17		Chikka Belavangala ...	...	...	...	14	...	12	26
18	Nelamangala .	Mārasandra ...	...	...	...	...	...	31	31
19		Honnávára* ...	...	...	...	...	...	...	*
20		Doddabalé ...	...	...	...	...	8	29	37
21		Billanakōté ...	...	...	...	...	7	17	24
22		Bégúru ...	...	...	...	...	8	23	31
23	Sarjapura ...	Mantháḷá ...	...	...	...	9	7	14	30
24		Hesaraghaṭṭa ...	...	...	...	...	5	18	23
25		Bévúru ...	...	...	...	...	6	20	26
26		Ganjám ...	...	...	...	...	...	...	†
27		Mugaḷúru † ...	...	...	...	...	...	...	†
28	Bangalore ...	Attibalé ...	...	...	...	14	9	18	41
29		Dommasandra † ...	...	...	...	...	...	...	†
30		Agara ...	...	...	...	8	3	17	28
31		Hebbáḷa ...	...	...	...	...	7	12	19
32		Bánávára ...	...	...	...	...	7	15	22
33	Yelahanka ...	Bettadahalasúru ...	...	...	...	4	8	20	32
34		Krishnarājapura ...	...	...	...	1	3	11	15
35		Kudúru ...	...	...	...	...	12	32	44
36		Jálavangala ...	...	...	2	3	10	13	28
37		Kengéri ...	...	...	...	6	8	37	51
38	Kengéri ...	Távarekere ...	...	...	...	...	12	8	20
39		Myḷanáyakanahaļli§ ...	...	...	...	...	...	...	§

May have to be closed.  
Hejjáji.

\* Recently established.

† Recently established.

† Removed to Jigani

§ Recently established.

*Hindiganálu School* is a good specimen of a village school. It is well attended, and almost all the boys are cultivators.

*Vágattá School* is also well attended by laborers' children and oil-pressers. The teacher manages his school very well.

*Sakkundahañi School*, master also shews ability. His school is attended by brahmans, lingáyets and goldsmiths, but no ryots. A thatched house has been provided for the school-room. All the schools of this talook (Hosakóté) are thriving.

*Jangamakóté School* is conducted for the present in a house, formerly the talook cutcherry, now the property of Jódi Grámasta Bhíma Rao. Most of the pupils are brahmans, but there are also the children of cultivators, fishermen, and weavers. The school-master works the school moderately well.

*Kyálmíru School* has amongst its pupils brahmans, komatís and others, but no cultivators. An old house has been repaired by the people for a school-house.

*Búdigere School* includes almost all castes, amongst whom there are 20 ryots. Although a very popular school, as testified by the attendance (71), the accommodation is inferior. As a temporary arrangement the Bábbaiyana chávadi of the town is occupied. Some merchants and others seem disposed to contribute towards a new building, but want a responsible person to collect the money and undertake the supervision of the work. The school-master is a good teacher. The *Kundána School* is very poor.

*Rájagañña School* is held in Chenna Késhava Dévasthána, which has the disadvantage of not being open to Europeans. The Sub-Deputy Inspector reports that the people only want a site to-commence building, that he has addressed the Amildar two or three times without receiving any answer. From what I have observed in this talook the last two or three years, I have no hesitation in saying that the Amildar is very indifferent to any educational movement. But it must also be allowed that the school-master has not given entire satisfaction.

*Márasandra School*, attended principally by the children of ryots,

is indebted to the Shánbhóg for a house. It is, however, rather too small. The school established at Chikka Belavangala was very poorly attended ; but on its recent removal to the adjoining village of Hejjáji, an improvement has taken place.

*Doddabálé School* is conducted in a private house in the brahmans' street that has the disadvantage of being closed to Europeans. The pupils are almost all brahmans.

*Bégéru School* is held in a rented house, the rent being paid by the people. The pupils include working classes and other castes.

*Mantálá School* is well conducted in a Channaráyana Devasthána ; it numbers 3 brahmans ; the rest of the pupils are chiefly ryots and lingáyets. The master is one of the best teachers in the district.

*Attibálé School* is very fairly conducted. A merchant has given up part of his dwelling house situated in the pété. Ryots and other castes are fairly represented ; one other hóbli school has been recently opened in this talook at the village of Dommasandra.

*The Agara School-master* is possessed of considerable ability as a teacher. He holds school in a Dharmashálé placed at his disposal by Shánbhóg Venkatanárnappa ; the pupils comprise brahmans, weavers, ryots and others.

*Kudáru School* is the only one in the Mágadi Talook. For the present it is held in a temple, but the people are preparing to build on a site near the talook cutcherry. Ryots and other castes send their children freely, and the condition of the school is creditable to the master.

*Jálawangala School-master* deserves credit for the proficiency attained by the boys of his school. A house has been hired by the people. This is the only hóbli school in the Clósepété Talook.

*Kengéri School* is in the hands of a very intelligent master, and the progress is good. The Sub-Deputy Inspector reported to me that the former Amildar, Mahomed Ali, was at considerable pains in preparing a subscription list with the view of building a school-house. The money promised amounted to Rs. 360; but the scheme fell to the ground on Mahomed Ali's removal ; only one other school exists in this talook and with that I am tolerably well satisfied.

*Mylanayakanahalli School* is the only one in this (Channapaṭṇa) talook, and is of very recent establishment.

#### KOLAR DISTRICT.

The general inspection held at Chikka Ballápura in January was attended by every hóbli school-master in the district. The proceedings comprised the usual examination into the educational details of each hóbli, and the conduct of classes for model lessons, criticism lessons, &c. These village school-masters previous to their appointment had on the average been four months under instruction, the necessity for supplementing this brief training by further exercises in teaching had been pointed out by me to the Sub-Deputy Inspectors. None of them have been more successful in this particular than the Kolár Sub-Deputy Inspector, Shámáchári. The general improvement made during the year in method was very marked. Notwithstanding the occurrence of frequent blunders in the course of the examinations, the results were, I consider, very satisfactory. The evident anxiety to improve and the ambition, sometimes rather ludicrous, to exhibit recent acquirements, indicated a spirit that should be fostered. The condition of the schools with very few exceptions is gratifying. The failures may generally be traced, either to the jealousy of some leading man or men in the village community, or to misconduct or incapacity on the part of the school-masters. The latter have been promptly dealt with, and I am not aware of any repetition of an offence except in one instance. The other source of failure adverted to is more difficult to deal with, and I may take this opportunity of acknowledging the value of the District Deputy Superintendent's influence and authority.

The following incident related by the Sub-Deputy Inspector exhibits the appreciation of these schools by the villagers. He was accosted by a respectable gowda in the road, who related how his son, a pupil at a hóbli school in the place, went on a visit to his friends living at a neighbouring village, where his proficiency in arithmetic, probably exceeded only by that of the Shánbhóg, made him famous, and led to a very advantageous betrothal.

Rival schools of any consequence are rarely met with, but where they do exist they generally belong to one of two classes ; i, select schools



taught by priests, chiefly lingáyets ; ii, contract (ಗುತ್ತಿ) schools. The latter class is the more numerous, and was described by me in last year's report. The number, locality, and status of hóbli schools of the Kolár District are exhibited in the following table to which I have appended brief notes on a few schools that seem to call for remark.

Number.	TALOOK.	LOCALITY OF SCHOOL.	Number of Pupils in each Class.					Total Number of Pupils.
			1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	
1	Bétmangala ...	Búdigutté ...	...	...	3	5	6	14
2		Kamasandra ...	...	...	...	2	12	14
3		Uriga ...	...	...	...	6	5	11
4		Kyásamballi ...	...	...	...	3	8	11
5		Sundrapálya ...	...	...	1	4	13	18
6		Táyalúru ...	...	...	8	6	15	29
7		Bétmangala ...	...	...	1	3	5	9
8		Sulikumté ...	...	...	2	14	9	25
9	Málúru... ..	Koppa ...	...	...	6	5	12	23
10		Tyákallu ...	...	...	1	3	6	10
11		Hulidénahalli ..	...	...	10	8	1	19
12		Másti ...	...	...	1	7	16	24
13		Kudinúru ...	...	...	4	8	10	22
14		Lakkúru ...	...	...	4	3	8	24
15		Mólúru ...	...	...	9	10	15	34
16		Sivárapatna ...	...	...	5	6	16	27
17	Kolár ... ..	Kámadévahalli...	...	...	3	8	3	14
18		Jódichámarahalli	...	...	6	9	6	21
19		Dévaráyasandra	...	...	6	12	23	51
20		Holúru ...	...	...	2	1	8	11
21		Mudavádi ...	...	...	2	8	6	16
22		Sugatúru ...	...	...	2	3	3	7
23		Vémagallu ..	...	...	...	2	10	12
24		Vakkaléri ...	...	...	8	4	6	18
25	Mulabágalu ...	Kottamangala ...	...	...	2	6	8	16
26		Uttanúru ...	...	...	...	8	4	12
27		Agara ...	...	...	4	3	4	11
28		Nangli ...	...	...	...	...	15	15
29		Bairakúru *	...	...	...	...	...	
30		Mallanáyanahalli *	...	...	...	...	...	
31		Kapalamadya*...	...	...	...	...	...	

\* Recently established.

Number.	Talook.	Locality of School.	Number of Pupils in each Class.					Total Number of Pupils.
			1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	
32	Srinivásapura.	Nágad'nahalli ...	...	...	...	3	5	8
33		Sómayájalapalli ...	...	...	...	5	5	7
34		Yeladúru ...	...	1	7	7	2	17
35		Dálasanúru ...	...	...	...	5	13	5
36		Rónúru ...	...	...	...	4	5	4
37		Nelavanki ...	...	...	1	3	12	16
38		Adagallu ...	...	...	2	1	8	11
39		Chuladiganahalli ...	...	...	...	...	20	20
40		Ganjúru ...	...	...	3	9	11	23
41		Iragampalli ...	...	...	9	9	7	25
42	Ambájdurga.	Muragamalé ...	...	...	...	2	9	11
43		Kurubúru ...	...	...	...	...	15	15
44		Chandrahalli ...	...	...	...	...	2	12
45		Kaivára ...	...	2	8	9	6	25
46		Timmasandra ...	...	...	...	4	6	6
47	Sidlaghatta ...	Tékha  i ...	...	...	...	9	3	8
48		Pápatimmanahalli ...	...	...	...	6	6	5
49		Chilakalnerpu ...	...	...	...	...	6	8
50		Manganahalli ...	...	...	...	2	4	6
51		Kundalgurké ...	...	...	...	3	3	8
52		Ganjigunté * ...	..	..	..	..	..	..
53		Malamáchanahalli ...	...	...	...	...	...	...
54	Chikká Ballá-pura ...	Nandi ...	...	...	...	4	5	11
55		Avati ...	...	...	...	6	2	9
56		Manchanabalé ...	..	...	...	6	5	15
57	Gudibanda ...	K'tenahalli ...	...	...	...	3	3	6
58		Perisandra ...	...	...	...	8	8	9
59		Manchénahalli * ...	...	...	...	...	...	...
60		Sómanahalli ...	...	...	3	4	3	4
61	Gúmaná-yaka napálya.	Hampasandra ...	...	...	...	8	10	...
62		Madikallu * ...	...	...	...	...	...	...
63		Dárináyakanapálya * ...	...	...	...	...	...	...
64		Mittemari ...	...	...	...	12	8	12
65	Góribidanúru .....	Chélúru ...	...	...	...	8	4	6
66		Chakavalli * ...	...	...	...	...	...	...
67		Yelampalli ..	...	...	...	...	...	...
68		Hosúru ...	..	...	...	...	...	...

\* Recently established.

*Avati School* is the best conducted in the Chikka Ballápura Talook. The building was purchased by the people. About 6 adults receive instruction after their day's work is over. Other schools in this talook are doing fairly.

*Hampasandra School* is principally attended by Súdras. On its establishment a building was commenced by one Mariappa, but his death put a stop to the work; his brothers have expressed their intention of completing it. For the present a stone-built Gangammana gudi is used. Here also an adult class of about half a dozen has been formed. No other school in the Gudibanda talook calls for special remark.

*Muragamalé* is a town where a good school might be kept up. The people had collected Rs. 100, and commenced building a house estimated to cost Rs. 300. The conduct of the master appears to have had a prejudicial influence.

*Kaivára school* is the best in the Ambájidurga talook. The master is an intelligent man, liked by the people and well reported by the Sub-Deputy Inspector. The school-house is secured on an annual rental of Rs. 5.

*Dalasanúru School* makes good progress. A house belonging to Government and hitherto occupied by the Shékdar has been repaired and extended by the villagers.

*Nágadónahallí School* is indebted to Reddi Venkata for a new house built at his own expense. The school is attended solely by the children of cultivators. The Sub-Deputy Inspector reports that active opposition was exhibited by the Shánbhóg to the instruction of ryot boys in arithmetic, especially in land measuring; also that by circulating a tale to the effect that Government intended to make the boys turn Christians, many parents were dissuaded from sending their children to school.

*Mudavádi School* is well supported by the people, and well reported by the Sub-Deputy Inspector.

*Sagatúru School* is not strong in numbers, but is well taught.

Fully half the boys come from surrounding villages. A thatched house supplies temporary accommodation.

*Dévaráyasandra School* is one of the best, but is held in a temple not open to Europeans.

*Málúru School* is tolerably well attended, but the people take no interest in it, and the results are not satisfactory, though the master understands his work. A school previously established by the London Mission supplies the requirements of the place. The removal of the hóbli school to *Kadattúru* has been recommended. As the Málúru people decline to supply a house, there is no reason why the school should not be removed.

*Lakkúru School* is well worked, but the school accommodation provided by the people is very unsuitable. In reply to representations on the subject, I received the following statement. Many of the townspeople are willing to contribute towards a new school-house, but object that about a year ago they were called upon for contributions levied by the Shékdar and Shánbhóg to meet the expense of transporting all the monkeys of the place, that Rs. 28 were collected and appropriated without any steps being taken for expelling the monkeys, and no one whom they can trust will undertake the responsibility of superintending the collection and disbursement of the money.

*Koppa School* is fairly attended, and has an adult evening class. The Gowda and Shánbhóg, both ambitious of patronizing the school, are the chief hindrances to its progress, as each disapproves and opposes whatever is suggested or attempted by the other.

*Uriga School* has fallen very low owing to the interference of the Shánbhóg who is influenced by private pique. He is described as a notoriously violent and abusive character. There is no doubt that he is an influential man in the place, and that his influence has been adverse to the school.

*Táyálúru School* has uniformly elicited good reports from the Sub-Deputy Inspector. The people pay one rupee a month for the house at present in use. A large proportion of the pupils are of the weaver caste. *Tíkalú school-master* is the only one whom I consider it necessary to mention unfavorably.

## MYSORE DISTRICT.

All the masters except two were present at the inspection held in Mysore, last January. The results were favorable to the Sub-Deputy Inspector who, though rather frequently interrupted by fever, has worked hard. The hóbli masters include amongst their number some very intelligent men.

Number.	TALOOK.	LOCALITY OF SCHOOL.	Number of Pupils in each Class.					Total Number of Pupils.
			1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	
1	Gundlupeté ...	Tirakanámbi	...	...	5	10	23	38
2		Haradanahalli	...	...	9	5	6	20
3	Nanjanagúdu .	Ka alé ...	...	2	9	9	17	37
4		Badanaguppé	...	...	7	3	8	18
5		Hedatalé ...	...	...	...	...	7	7
6		Haginaválu ...	...	...	...	...	4	4
7		Sr'rangapaṭṇa	...	3	22	11	5	41
8	Paṭṇa Ashta-gram. ...	Ganjám ...	...	...	9	23	14	46
9		Kyátanahalli	...	...	16	18	8	42
10		Harani ...	...	...	3	9	11	23
11		Heróde ..	...	...	...	14	27	41
12		Tirumalaságara	...	...	...	4	15	19
13		Arikere ...	...	...	6	5	7	18
14		Bannúru ...	...	...	9	4	7	20
15	Maddúra ...	Kullutani ...	...	...	...	3	7	10
16		Sátanúru ...	...	...	8	6	22	36
17		Mattigere ...	...	...	6	4	4	14
18		Mudagundúru	...	...	5	9	17	31
19		Basavarálu ...	...	...	3	12	13	28
20	Mallavalli ...	Ha alu ...	...	...	2	7	10	19
21		Hondalagere	...	...	...	4	26	30
22	Talakádu ...	Kirgávalu ...	...	...	...	2	3	5
23		Talakádu ...	...	6	5	7	12	30
24	Ya andúru ...	Múgúru ...	...	...	4	9	9	22
25		Maddúra ...	...	...	6	10	5	21
26	Chámarájana-gara.	Rámasamudra	...	...	7	7	4	18
27		Sargúru ...	...	...	12	14	3	29
28		Bagali ...	...	...	4	8	11	23
29		Karya ...	...	...	...	3	5	8
30		Homma ...	...	...	...	...	12	12

Number.	TALOOK.	LOCALITY OF SCHOOL.	Number of Pupils in each Class.					Total Number of Pupils.
			1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	
31	Mysore	Paduvarahalli	...	...	...	...	21	21
32		Ilavála ...	...	...	...	11	5	16
33		Hinakallu ...	...	...	4	4	4	12
34		Ságarakatté ...	...	...	...	5	5	10
35		Sollepura ...	...	...	...	...	28	28
36		Ayivarahalli ..	...	...	...	...	...	...
	Heggadadéva-							
	na kóté. ...							
37		Marali ...	...	...	4	2	7	13
38	Periyápatṇa	Periyápatṇa...	...	14	23	5	42	42
39		Tippúru ...	...	...	...	8	8	8
40	Yedaṭoré	Bédrahalli ...	...	4	11	12	14	41
41		Mirlé ...	...	...	13	6	15	34
42		Sáligrāma ...	...	3	16	13	11	43
43		Haradanahalli	...	...	...	16	16	16
44	Mysore Ashta-	Pálhalli ...	...	...	...	8	13	21
45	gram. ...	Be'agola ...	...	...	6	4	1	11

*Periyápatṇa School* has taken the place of two inferior private schools, and is largely attended by various castes.

*Srīrangapaṭṇa School* has a good attendance, and is appreciated by the people.

*Kyátanahalli*, a large school conducted in a building provided by Bóré Gowda, gives satisfaction.

*Arakere School-master* is the least satisfactory in the district, and it may be necessary to dismiss him.

*Talakádu School* is a large one and well supported by the people.

*Rámasamudra School* was removed from Chámarájanagara on the opening at that place of a talook school. The master is a very able man, but rather strongly disposed to relapse into the old system of teaching.

*Bédrahalli School* is well reported on, and the master seems popular.

*Sáligráma, Mirlé, and Kalalé* all deserve honorable mention. The last school had an attendance of 70 boys, but for want of an Assistant the numbers decreased. The town is a large one, and was at one time the head quarters of a talook.

#### HASSAN DISTRICT.

On proceeding to the rendezvous on the day appointed for meeting the hóbli school-masters, I was disappointed to find no one present, and subsequently learned that my notice despatched by anché to the Sub-Deputy Inspector nearly a fortnight previously had, principally through his own fault, not reached him. Other arrangements prevented my returning to this part of the country before the close of the official year, consequently no examination of masters was held. I visited some of the schools, however, as I passed through the district.

Number.	TALOOK.	LOCALITY OF SCHOOL.	Number of Pupils in each Class.					Total Number of Pupils.
			1st Class...	2nd Class...	3rd Class...	4th Class...	5th Class..	
1	Arakalagúdu ..	Hanasógé ...	...	2	8	5	3	16
2		Rudrapatna ...	...	5	8	5	7	25
3		Kánanúru ...	...	...	6	20	12	38
4	Mahá rájana-durga ...	Ponnáthapura ...	...	...	6	4	13	23
5		Gorúru ...	...	...	...	...	23	23
6	Manjarábád .....	Uggihalli ...	...	...	5	3	1	9
7	Belúru ... ..	Gónibídu ...	...	...	4	9	5	18
8		Sanivárapété ...	...	...	3	5	1	9
9		Adagúru ...	...	...	7	3	4	14
10	Hassan ... ..	Háltoré ...	...	...	...	5	10	15
11		Madihalli ...	...	...	4	2	...	6
12		Sáligóma ...	...	3	7	6	6	22
13	Hólé Narasipura.	Bavanahalli ...	...	...	5	7	9	21
14		Gráma ..	...	...	10	8	11	29
15	Nágamangala ...	Hólékóté ...	...	...	4	18	7	36
16		Mádápura ...	...	...	10	8	3	21
17	Hólé Narasipura.	Chinya ...	...	...	5	11	10	26
18		Devalápura ...	...	...	10	11	8	29
19	Attikuppa ...	Santébachahalli	...	4	10	5	5	24
20		Hosahólalu ...	...	...	8	8	14	30
21		Sindhághatta ...	...	...	...	...	16	16

From the foregoing table it is apparent that the Hassan District is sparsely supplied with hóbli schools, especially in the Malnád talook of Manjarábád. The scheme might be slightly modified to meet the requirements of the Gowdas, and by securing the co-operation of the European coffee planters the chances of success would be increased.

*Uggihañli School* is at present the only one in Manjarábád, and has only nine boys. But the Sub-Deputy Inspector reports that considering the scattered character of the population more boys cannot attend. The people co-operate willingly, and the boys make creditable progress.

*Hanasóge* has fallen in numbers from 40 to 18. Some story regarding a ghost in connection with the dharmasálé hitherto occupied by the school is alleged to be the cause.

*Rudrapañña School* is very indifferently accommodated in a temple, but the proficiency of the boys elicits tolerably favorable reports from the Sub-Deputy Inspector.

*Halékótté* was the strongest school in the district, and had an evening class attended by 10 or 12 adults. The owner of the school-house has withdrawn his patronage, and public opinion appears to have turned against the school. The boys have had to vacate in favor of a flock of sheep, and the night school is broken up. The master is exonerated from all blame by the Sub-Deputy Inspector.

*Buvanaññi School* on the other hand commenced with only 5 boys, and has steadily increased in proficiency as well as in numbers.

*Hosaholalu School* is well attended by various castes, and is doing well.

*Santébáchahaññi* is fairly attended, but has relapsed into an ordinary village school.

*Gónñibúdu* is noticed favorably.

*Gráma* stood high amongst the hóbli schools at the commencement of the year, but has fallen off. The Sub-Deputy Inspector



was himself a teacher for several years, and always shewed considerable ability. With a little more practice he will become a good Sub-Deputy Inspector.

## HINDUSTANI GOVERNMENT AND AIDED BOYS' SCHOOLS.

Out of 22 Persian and Hindustani Schools in this Circle, 2 are purely Government institutions, the remaining 20, receiving grants-in-aid varying from 10 to 50 Rs. a month, are all under Musalmán management. Of the Government Hindustani Schools, the one at Kolár is the best. Of the aided Madrasas in Bangalore, the Madrasa Islámia takes the first place. Good progress has been made by the French Rocks, Huṇasúru and Tyámagondla Madrasas. Government aid has been withdrawn from the Madrasas at Mysore and Chennapaṭṇa that were reported last year as having "long been in an unsatisfactory condition." The grant made to the Hassan Madrasa has been suspended, but I hope successful effort will be made to entitle it to a renewal of Government assistance. Although much remains to be done for the improvement of the Madrasas under Government inspection, I may assert that their present condition is, on the whole, decidedly in advance of that of any previous year. This result may be attributed to the stricter system of supervision that has been introduced. Visits of inspection have been more frequent than hitherto; statements of progress and attendance and income from fees have been prepared monthly and forwarded to this office. Persistent disregard of rules in force has led to a suspension of grant. It gives me pleasure to add that all my efforts for the improvement of these schools have been actively seconded by the Sub-Deputy Inspector. A want of trained teachers retards further advance, but the establishment of a Hindustani Normal Class in connection with the General Normal School in Bangalore is paving the way for future improvement.

The following condensed details will furnish further particulars.

## PERSIAN AND HINDUSTANI SCHOOLS.

### BANGALORE DISTRICT.

*The Madrasa Islámia, Bangalore.* Munshi Husmán Bég, the present Nazim, takes an active interest in the welfare of this school, and the

M

Amount of Govt. grant per mensem ...	Rs. 50
Income from other sources ...	" 61½
Rate of school fee from ¼ to 4	As.
Number of Pupils ...	103
" Classes ...	5
" Teachers ...	5

Head Master Hakim Mahomed Husén is deservedly respected for his attainments and character. The Sub-Deputy Inspector's reports shew a very decided improvement during the year. The study of Arabic has been commenced by the highest class. In

Persian Tuléikha and Anwar é Soheli are the works studied. The Akwan u Sufais read in Hindustani. History and geography receive attention, but the text books available on these subjects are too elementary. Arithmetical rules have been well taught as far as proportion. The studies of the lower classes exhibit a carefully graduated scale, and the general condition of the school is very creditable.

*The Madrasa Mahammadia, Bangalore,* was reported last year as an

Amount of Govt. grant per mensem ...	Rs. 50
Income from other sources ...	" 82
Rate of school fee from ¼ to 4	As.
Number of Pupils ...	100
" Classes ...	6
" Teachers...	5

Anglo-vernacular School; but from the very insignificant character of its English class the Madrasa may with more propriety be reported on under its present classification. The school has hitherto maintained a good position, but its present condition is not altogether satisfactory; its standard as represented by

the attainments of its highest class, rests upon the proficiency of three pupils, who have come forward for examination in nearly the same subjects for several successive examinations. The interval between the studies of the 1st and the 2nd class represents at least two or three years' work, and nearly half the boys under tuition have not got beyond the alphabet class. It seems not improbable that this Madrasa will be left behind by younger competitors unless the managers exert themselves.

*The Madrasa Kudusi, Bangalore,* fell off very much during the absence of the Nazim, who only returned 3 or 4 months

Amount of Govt. grant per mensem ...	Rs. 50
Income from other sources ...	" 56
Rate of school fee from ... ¼ to 4	As.
Number of Pupils ...	120
" Classes ...	5
" Teachers ...	5

ago from a journey to Mecca. His return has been followed by active reform. The present Head Master also during the six months he has held his appointment has effected an improvement, and the spirit of emulation that has sprung up amongst the Bangalore Madra-

sas will probably prevent any relaxation of effort.

*The Madrasa Sultani, Bangalore*, obtained last year a rather poor

Amount of Govt. grant per mensem ...	Rs. 20
Income from other sources ...	" 26
Rate of school fee from $\frac{1}{4}$ to 4 As.	
Number of Pupils ...	63
" Classes ...	3
" Teachers ...	3

report, but though ground for improvement still exists, much has been accomplished during the year. The expenditure of Rs. 200 on the purchase of a new school-house indicates active determination.

Amount of Govt. grant per mensem ...	Rs. 20
Income from other sources ...	" 26
Rate of school fee from $\frac{1}{4}$ to 4 As.	
Number of Pupils ...	46
" Classes ...	3
" Teachers ...	3

*The Madrasa Mufid ul Anam, Bangalore*, was also in a very indifferent state at the close of last year ; but the managers have been induced to appoint a new Head Master, under whom signs of improvement are apparent.

*The Commissariat Madrasa, Bangalore*, is an elementary school

Amount of Govt. grant per mensem ...	Rs. 8
Income from other sources ...	" 8 $\frac{1}{2}$
Rate of school fee.	As. 2
Number of Pupils ...	22
" Classes ...	2
" Teachers ...	1

established for the benefit of camel and cattle drivers' children attached to the Commissariat Department. The standard aimed at is an ability to read and write Hindustani, a little easy Persian, and an acquaintance with the elementary rules of arithmetic. The master works hard, and his success is quite as

good as can be expected from the rather irregular attendance of his pupils who are frequently obliged to be absent from the station with their parents.

*Clôsepété.* The Hindustani School at this place is attended by boys

Amount of Govt. grant per mensem, ...	Rs. 10
Income from other sources ...	" 3 $\frac{1}{2}$
Rate of school fee from $\frac{1}{4}$ to 1 As.	
Number of Pupils ...	53
" Classes ...	4
" Teachers ...	*2

whose poverty precludes a continued course of study, but were it not for the aid of Government, they would be left without tuition of any kind. The instruction imparted is about on a par with the Kanarese hóbli or village schools.

\* Of whom one has come to the Bangalore Normal School for instruction.

*Dodda Ballápura School* at the commencement of the present

Amount of Govt. grant per mensem ...	Rs. 10
Income from other sources ...	" 10 $\frac{1}{2}$

official year exhibited serious deficiencies. The suspension of the grant induced the Head Master to take steps for a reform. He

Rate of school fee	from $\frac{1}{4}$ to 1 As.
Number of Pupils ...	43
„ Classes ...	3
„ Teachers ...	2

attended the Normal School for upwards of five months, and by his assiduity gained the first place in proficiency. The grant has therefore been renewed with prospect of better results.

#### *Tyámagondlu School*

Amount of Govt. grant	
per mensem, ... Rs.	10
Income from other	
sources ... ..	3
Rate of school fee	from $\frac{1}{4}$ to 1 As.
Number of Pupils ...	47
„ Classes ...	3
„ Teachers ...	2

was established in 1868. The master is one of the very few who have attempted to approximate to the Government graduation of classes. Judged by that standard his highest class is a third. I have had no opportunity of seeing the school since July last, but the monthly reports, which I believe to be carefully prepared, shew considerable progress.

*The Madrasa Mahammadia, Channapaṭṇa*, has gradually been going down for two years past, and the withdrawal of the monthly grant of Rs. 20 hitherto allowed by Government has been found necessary.

#### KOLAR DISTRICT.

*Kolár Government Hindustani School*, though conducted in a separate

Number of Pupils ...	81
„ Classes ...	4
„ Teachers...	

building, forms an important branch of the Anglo-vernacular institution at that place. The highest class is a second. In general attainments the boys of this school are in a

position to compete with those of any other school in the Province. According to the reports of the Sub-Deputy Inspector, the Madrasa Sultani, Bangalore, takes the lead in Arabic; the Madrasa Mahammadia, Bangalore, in Persian, and the Government School, Kolár, in all other subjects. The condition of the lower classes also will bear careful inspection.

*Echinpalli*.—For the last four months the teacher has had permission to attend the Bangalore Hindustani Normal School with the intention of qualifying himself for the Teacher's Certificate Examination; during his absence the school has naturally suffered. The standard is that of a good village school, and has hitherto been well reported on by the Sub-Deputy Inspector.

Amount of Govt. grant	
per mensem, ... Rs.	10
Income from other	
sources ... ..	10-13-0
Rate of school fee	from $\frac{1}{4}$ to 1 As
Number of Pupils ...	23
„ Classes ...	3
„ Teachers...	2

tion to attend the Bangalore Hindustani Normal School with the intention of qualifying himself for the Teacher's Certificate Examination; during his absence the school has naturally suffered. The standard is that of a good village school, and has hitherto been well reported on by the Sub-Deputy Inspector.

*Ránúr School* is only a few miles distant from Etchinpalli, and a spirit of emulation exists between the two

Amount of Govt. grant	
per mensem, ... Rs.	10
Income from other	
sources ... ..	11—7
Rate of school fee	
from $\frac{1}{4}$ to 1 As.	
Number of Pupils ...	21
„ Classes ...	2
„ Teachers ...	1

Madrasas. The absence of the Etchinpalli master whose school generally takes the lead has allowed Ránúr to obtain the first place. The monthly reports and the Sub-Deputy Inspector's inspection report indicate very creditable progress.

Amount of Govt. grant	
per mensem, Rs. ...	10
Income from other	
sources ... ..	10—3
Rate of school fee	
from $\frac{1}{4}$ to 1 As.	
Number of Pupils ...	22
„ Classes ...	3
„ Teachers ...	2

*Chintámani School* when examined in June produced only 4 boys that could read intelligently. The withdrawal of the grant led to the same results reported in connection with Dodda Ballápura Hindustani School.

*Madrasa Ahmadiya, Sríniváspura*, has the advantage of a very able Head Master. But through some mis-

Amount of Govt. grant	
per mensem, Rs. ...	20
Income from other	
sources ... ..	26
Rate of school fee	
from $\frac{1}{4}$ to 2 As.	
Number of Pupils ...	44
„ Classes ...	3
„ Teachers ...	2

understanding of a private nature between the Nazim and the Head Master, the school was reduced so ruinously low that a suspension of the grant became unavoidable. Even this measure failed for some time to restore order. After an interval however of 7 months the school had so far regained its former foot-

ingas to admit of a renewal of Government assistance and is now in active operation. Its former position was at the head of the aided Hindustani Schools of the Kolár District, and it is rapidly regaining its old place.

#### MYSORE DISTRICT.

*The Madrasa é Bowring, Mysore*, enjoyed a monthly grant of 50 Rs ; but its condition sunk so low and the efforts made by the Educational Officers and others for its amendment were so persistently ignored, that the grant has been suspended. In other hands, however, I am persuaded that a very superior school, both in numbers and attainments, might, and probably will, take its place.

*His Highness the Rájá's Hindustani School, Mysore*, is attached to the Government Anglo-vernacular institution still called the Rájá's School. The teacher, when new arrangements will be made for the educational wants of the Musalmán population of the town of Mysore.

Number of Pupils ...	12	
„ Classes ...	2	
„ Teachers...	1	

*The Madrasa Sultani, Hunasáru*, though not equal to the better class of Madrasas in Bangalore, stands well amongst the Hindustani Schools of the Province. The highest class read simple Persian poetry, the outlines of geography, and understand the simple rules of arithmetic. There is in connection with this school a distinct branch for girls, of whom there are 9 taught by the school-master's mother.

Amount of Govt. grant per mensem, Rs. ...	10	
Income from other sources ...	10½	
Rate of school fee from ¼ to 2	As.	
Number of Pupils ...	34	
„ Classes ...	4	
„ Teachers ...	2	

*The Madrasa Mahammadia, French Rocks*, is in a position to compete with some schools of much higher pretensions, and may be considered the best in the Mysore District. The highest class read Bostan, Gulistan and study the Chahar Gulzar history and geography receive as much attention as is usual in Hindustani schools, and arithmetical rules are understood as far as compound division. The Head Master is a hard working teacher of very good attainments.

Amount of Govt. grant per mensem, Rs. ...	10	
Income from other sources ...	10½	
Rate of school fee from ¼ to 1	As.	
Number of Pupils ...	36	
„ Classes ...	4	
„ Teachers ...	2	

#### HASSAN DISTRICT.

*The Hassan ul Madrasa, Hassan*, enjoyed a grant of Rs. 20 a month, which has been withdrawn on account of the very unsatisfactory condition of the school, owing to the continued absence of the Nazim and consequent neglect of the Head Master. This is much to be regretted as the school until recently had a good reputation.

## GRANT-IN-AID SANSKRIT SCHOOLS.

The aided Sanskrit Schools depend almost entirely on Government grants for their support. Various circumstances have combined to obtain this relaxation of the grant-in-aid rules in their favor, and the number and total cost of such institutions is comparatively very trifling.

These Vidyáshálés are usually conducted in some covered enclosure attached to a temple, by teachers whose office is often hereditary, but is rarely retained by inferior scholars. No fixed fee is levied, but frequent offerings of grain, betel, cloths, &c., are made according to the ability of the student, and particularly during the feasts of Mahanavami, Dípávaḷi and similar festivals.

The majority of the pupils are, like the teachers, Vydíka brahmins. The weak point in almost all these schools is the tendency to sacrifice general instruction including the study of the vernaculars to Sanskrit. The attempts hitherto made to correct this evil have met with very partial success.

Of the schools receiving aid, the one at Chikka Ballápura is the most numerously attended and the best conducted; but the attainments of the highest class may be challenged by a few of the Málkóté senior students.

*Sanskrit and Kanarese Aided School, Málkóté*, was reported last year to be declining; and I regret to state that

Amount of Govt. grant	
per mensem ... Rs.	40
* Income from other	
sources ...	11—10—8
Rate of school fee ...	1 As.
Number of Pupils	67
"    Classes ...	4
"    Teachers	4
* Very uncertain.	

this tendency has received no check. The senior teacher Narasimháchár is a very good Sanskrit scholar, and has been in the habit of giving instruction in that language for many years, but he has only ten pupils in his Sanskrit branch. The other fifty belong to

the Kanarese school which is left almost entirely to the care of a young teacher on a salary of 3 Rs. a month. Of these boys, twelve read the Kanarese Second Book, and are able to add and subtract. They also commit to memory portions of a Sanskrit vocabulary entitled the Bháshá Manjari. Of the remaining 38 little boys, only a few can read. A few of these are in advance of this standard, but cannot be classified. The Sub-Deputy Inspector reports that many parents naturally dissatisfied with the existing mode of tuition have requested the establish-

ment of a hóbli school in the town. Steps have been taken for the improvement of this school which may confidently be expected to prove successful. There are upwards of 150 boys and young men in the town of an age to attend school, and as they belong to a class of society that appreciates instruction, the failure of a Sanskrit and Kanarese School can only be the result of mismanagement.

<i>The Aided Sanskrit Vidyáshálé at Chintámani</i> , since last year's	
Amount of Govt. grant per mensem	Rs. 10
* Income from other sources	Rs. 12
Rate of school fee	20
Number of Pupils	4
Classes	2
Teachers	
* Very uncertain.	

report was published, has suffered a serious loss in the death of Umápatishástri. The surviving brother Rámáshástri, is now assisted in his duties by his eldest son, a talented young man. The number of students seldom exceeds 25; but they have almost all given sufficient attention to Sanskrit to enable them to

study the more advanced works, such as Méghasandésham and Nyshadham. The mode of teaching adopted in this school is very efficient.

The vernacular of the district is Telugu, but the necessity for a Telugu or Kanarese branch is obviated by the existence in the town of a well attended Telugu and Kanarese Talook School.

<i>The Aided Sanskrit School, Chikka Ballápurá</i> , has been in the receipt of	
Amount of Govt. grant per mensem	Rs. 15
* Income from other sources	Rs. 13
Rate of school fee	1 As.
Number of Pupils	51
Classes	4
Teachers	3
* Very uncertain.	

a Government grant for the last 6 months. It is conducted in a very spirited manner, and exhibits more systematic arrangements than I have observed in any school of this class. The attainments of the more advanced students are equal to those of any similar institution in the Province. The existence in the town of a flourishing Anglo-vernacular Talook School renders unnecessary the formation of classes for the tuition of Kanarese.

<i>The Aided Sanskrit School, Seringapatam</i> , has been about 6 months	
Amount of Govt. grant per mensem	Rs. 20
Income from other sources	Rs. 39
Rate of school fee	1 As.
Number of Pupils	37
Classes	3
Teachers	3
* Very uncertain.	

in the receipt of Government aid. On the only two occasions that I have visited Seringapatam the school was closed on account of some local feast. The school moreover is conducted in the dwelling house of a brahman and is consequently not open to the inspection visits of a European, an arrangement



which cannot be allowed without causing inconvenience. The Sub-Deputy Inspector who recently examined the students reports favorably on the school which, he says, is highly appreciated by the brahman population.

### ENGLISH GIRLS' SCHOOLS.

*The Bishop Cotton's Girls' School, Bangalore*, was examined by me in

Amount of Govt. grant per mensem.	}	Included in the amount put down against the Boys' School.	December last, and reported on as follows. "The general proficiency of the first class was satisfactory. I would
Income from other sources.			
Rate of schooling fee,			
Rs. 3, 4, & 6			
Number of Pupils ...		37	
" Classes ...		3	
" Teachers ...		3	

recommend, however, the substitution of a less difficult text book of poetry than Milton's *Paradise Lost*, and a little more attention to composition. The replies elicited during the examination in history were very intelligent, and the knowledge of arithmetic was generally good, on the part of one girl very good ; of the remaining classes I was most pleased with the third, though the others did fairly. At the time of my inspection there were 9 boarders."

*The Wesleyan Mission English Girls' School, Bangalore*, is under the

Amount of Govt. grant per mensem, Rs. 80	}	efficient superintendence of a lady from England sent out for the purpose. The numbers have increased since last year by upwards of one fourth, and the general condition of all the classes is commendable. The standard of the highest class approximates to that of a second class in a Government School, except in
Income from other sources Rs. 146—10—0		
Rate of schooling fee from Rs. 2½ to 4		
Number of Pupils ...		50
" Classes ...		6
" Teachers ...		3

mathematics. The graduation of the lessons for the lower classes is well arranged. In the upper school the text book on arithmetic might be advantageously changed for one that contains a greater variety of examples, as some of the girls are not very ready in applying their knowledge of arithmetical rules to the working out of miscellaneous problems.

*The St. John's Girl School, Bangalore*, is a Protestant Day School intended chiefly for the children of pensioners and other East Indian

Amount of Govt. grant	
per mensem, Rs.	50
Income from other	
sources „	21 1 2
Rate of schooling fee	
from 2 As to 1 Rs.	
Number of Pupils	}
„ Classes	
„ Teachers	
Assisted by 3 pupil teachers.	

or European residents in the neighbourhood of St. John's Hill. The attendance of many of the senior girls for periods varying from 6 to 9 years, indicates the demand for education in this quarter of Bangalore. The supply of books struck me as rather defective, and the course of lessons might be improved.

The pupil teachers employed for the junior classes are scarcely equal to their work, but only require training as they are by no means deficient in natural ability

*The St. John's Infant School, Bangalore,* is a branch of the St. John's

Amount of Govt. grant	
per mensem, Rs.	16 10 8
Income from other	
sources „	21 1 2
Rate of schooling fee	
from 2 to 8 As.	
Number of Pupils	} boys 74
„ Classes	
„ Teachers	

Boys' and Girls' Schools. Each school occupies a separate block of building. I was extremely pleased with the condition of the Infant branch, which is conducted in a very spirited manner, somewhat on the Glasgow system. The children were of all ages between four and eight. The oral lessons include much useful information of an elementary kind

adapted to the comprehension of young children. When able to read, to form letters on a slate, and to perform simple arithmetical operations, the little pupils are drafted into the girls' or boys' school. At this stage the advantage gained by the elementary training of the Infant School is very apt to be neutralized if the teachers be inexperienced.

*The Convent English Schools, Bangalore,* under the charge of 3

Amount of Govt. grant	
per mensem ... Rs.	100
Income from other	
sources ... ..	50
Rate of schooling fee	} i, Rs. 5
Number of Pupils	} ii, free.
„ Classes ...	4
„ Teachers ...	3

Sisters of the Order of the Good Shepherd, consists of two distinct branches ; i the first school attended by 15 girls who pay fees, ii the second school comprising 55 girls, about one half of whom are either Military orphans supported by the Madras Government, or the children of East Indians too poor to afford

any fee. These two branches form the English institution. The number of day scholars and boarders is about equal. The attainments of the girls in the first school are nearly on a par with the English studies laid down for the fifth class of a Government school. I found the condition of this branch very much below my expectations. The proficiency

of the high 1st class of the second school differed very slightly from that of the class previously noted.

### ANGLO-VERNACULAR GIRLS' SCHOOLS.

*The London Mission Boarding School, Bangalore.* Almost all the pupils are Tamil speaking girls. The studies of the highest class are similar to those laid down for the fifth class of an Anglo-vernacular Government boys' school. This institution has always received special commendation for the completeness of its internal arrangements, and the care bestowed on every branch of tuition in and out of school.

Amount of Govt. grant	
per mensem ...	Rs. 50
Income from other	
sources ...	287 5 3
Rate of schooling fee, none.	
Number of inmates ...	34
" Classes ... Eng. 4	} 8
" Kan. 4	
" Teachers ...	4
and 1 Matron.	

Amount of Govt. grant	
per mensem Rs.	50
Income from other	
sources ..	46—3—2
Rate of schooling fee, none.	
Number of inmates ...	37
" Classes ...	5
" Teachers ...	2
and 1 Matron.	

*The Wesleyan Mission Orphan Boarding School, Bangalore,* is similar in its character to the one just noted. I am informed that the girls brought up in these Mission Boarding Schools are much sought after by native Christian parents as wives for their sons.

### KANARESE AND TELUGU GIRLS' SCHOOLS.

*The London Mission Day Schools, Bangalore,* comprise four branch establishments in different parts of the Pété and one in the village of Yellégowdanapálya. The marginal statement gives the aggregate number of girls under instruction. Of the two ladies who have hitherto superintended these schools, only one is now in charge, but no curtailment of operations is contemplated. The condition of these schools has always received deservedly commendatory notice.

*The Wesleyan Mission Day School, Bangalore,* was inspected in November last and reported on as follows. "The condition of this school continues very satisfactory, and bears unmistakeable testimony to the efficiency of its management. The numbers have steadily increased during the last 3 years, and now stand at 141.

Amount of Govt. grant	
per mensem Rs.	20
Income from other	
sources ...	56—8—0
Rate of schooling fee, none.	
Number of Pupils ...	141
" Classes ...	5
" Teachers ...	5
Sewing Mistress ...	1

A very large majority of the girls belong to the weaver caste, the remainder are drawn from the families of various other artisans, and include a few from the merchant classes. In this respect a marked difference is apparent between aided girl schools under the management of missionary societies and those conducted by Government. The former are more numerously attended, whilst the latter reach the higher classes of Hindu society. Aided female schools under native management as at Shimoga and Bangalore, though nominally open to all castes, are found to become rather exclusive in favor of the caste or castes to which their managers may belong."

*The Wesleyan Mission Day Schools, Mysore, are two in number*

Amount of Govt. grant per mensem	Ra. 20
Income from other sources ...	36
Rate of schooling fee, none.	
Number of Pupils ...	110
"    Classes ...	6
"    Teachers ...	4

situated respectively in the Srírámpeté and the Mandipeté. "The Srírámpeté School is the older and is considered the better of the two. It numbers 50 girls. Seven girls were pointed out who had been from 2 to 5 years under tuition. These were able to read fairly, 4 of them could read fluently any ordinary

Kanarese. The book placed in the hands of class i, was "Line upon Line" a resumé of Scripture history adapted to children. Questions on the history of Joseph and other parts were answered with a readiness and intelligence not to be exceeded in any Hindu girls' school. They possessed a knowledge of the general outlines of geography, and were tolerably well up in the multiplication table. Class ii, comprised half a dozen little girls that could read from the Kanarese first book; the rest wrote on sand. The Mandipeté School contains 56 girls, of whom 9 can read, and can write a little; 8 others read the first book, and the remainder form letters on sand. This school is under the charge of two masters and bids fair to rival the older branch. The lady who superintends these schools understands Kanarese well, and has had considerable experience in the management of vernacular schools of this class."

*The Government Kanarese Day School, Bangalore, has now been in operation nearly 2 years. The following re-*

Number of Pupils ...	40
"    Classes ...	2
"    Teachers...	1

marks are taken from my inspection report of January last. "I was gratified with the intelligent appearance of the girls pre-

sent, who evidently belong to a higher social position than the pupils of any other Hindu girl school that comes under my inspection. The Shimoga aided school belonging to Circle II resembles it in this respect, but is less numerously attended. The timidity and embarrassment naturally betrayed at first had, in consequence of occasional visits, given way to an exuberance of spirits requiring a little more control. The task imposed on the Head Master is made rather heavy by the want of an assistant, as has been shewn in previous communications." Sanction has since been obtained for the appointment of an assistant. The attainments of the girls may be learned from a further extract from the same report. "Most of the girls of the highest class are able to read fluently from any part of the Kathá Sangraha, but they have been allowed to go through a very interesting part of that popular book without any appreciation of the choicest stories. A lesson which might with a little tact have been made both instructive and amusing, has been treated, I was sorry to see, as an insipid reading lesson. The arithmetical knowledge of the girls is not quite equal to that common amongst brahman boys of the same age. They understood the operations of the four simple rules, but had no idea of applying them to the simplest problem. A very few lessons would be sufficient to correct this want. The writing to dictation was very creditable. The condition of the lower classes was as good as could be expected under the circumstances." The school-master is a brahman of the shrívaishnava sect, well connected, and of good attainments, but unfortunately imbued with the idea that the work assigned him does not afford full scope for his ability. Of the Kauarese girls' schools established by Government, this is the best.

*The Chintámani Telugu Government Girls' School* was inspected by me in June last. The following extract from

Number of Pupils ..	35	my inspection report represents the condition
" Classes ...	1	of the school at the time. "It affords me
" Teachers ...	1	much satisfaction to state that the proficiency

of the girls and the general condition of the school fully come up to the expectations I had formed. I found twelve girls able to read fairly from the Telugu second book, and eight of them wrote down easy sentences to dictation very creditably. The multiplication table was familiar as far as twelve times twelve, but not readily applied to exer-

cises in mental calculations. Two girls had committed to memory twenty-five *śloka*s from the *Amara Kōsha* and repeated several readily; the meaning had not been taught. Six other little girls read the first book, and the rest wrote letters on sand. The majority of the girls belong to the *kōmati* caste, eight are brahmans. *Bédaru*, *Mahrattas* and goldsmiths follow in the order named. Of the last mentioned caste only one girl attends, although the caste is numerically very strong in *Chintāmaṇi*. All the girls belong to respectable families and seem intelligent promising little pupils." These results may be considered satisfactory. Subsequent progress, as shewn by the monthly reports, is sufficiently good to justify the school's retention. The master's exertions deserve some tangible acknowledgment.

*The London Mission Day School, Anekallu*, was visited by the Sub-

Amount of Govt. grant	}	Included in the amount put down for Bangalore Day Schools.
per mensem		
Income from other sources		
Rate of schooling fee, none.		
Number of Pupils ...	20	
" Classes ...	2	
" Teachers ...	1	

Deputy Inspector in February last. He found ten girls present, of whom two could read, and understood the rules

of multiplication and division. The others were learning to read. The prevalence of cholera at the time was alleged in explanation of the poor attendance.

*The Catholic Day School, Shethalli*, is established in the midst of a

Amount of Govt. grant	}	Rs. 15
per mensem		
Income from other sources		
Rate of schooling fee, none.		
Number of Pupils	30	
" Classes	3	
" * Teachers	2	
* Native Nuns.		

purely agricultural population where the majority are Catholics. The children were nearly all well-dressed, and were fully equal in intelligence to cultivators' children in any other part of the Mysore. At the examination held in December last, I found most of the girls could read well, and five of them could write to dic-

tation tolerably. In arithmetic they were slow. On the whole the school may be considered satisfactory. I may further quote from my report that "in connection with these interesting institutions stands the Mission hospital conducted by the Rev. M. Desaint, assisted by the native nuns, these latter divide their attention between the school and hospital duties. The wide spread benefits of this hospital fully deserve the assistance accorded by the local Government."

*Srīnivāspura Government Telugu School* was examined by me in June, and reported on very unfavorably as

Number of Pupils	14	follows. "On my first inspection of this school
" Classes	1	
" Teachers	1	reported on in July 1868, I found thirty girls,
		of whom two were reading very easy words.

This morning the same number of pupils presented themselves, and the two girls who professed to read the first book last year came forward on this occasion for examination in the same book, but I was unable to perceive the faintest indication of progress. After an existence of more than twelve months there is not one girl who can read from the first book a single line which has not previously been taught letter by letter, and there are not half a dozen girls acquainted with the letters of the alphabet. I am strongly disposed to believe that by far the greater number of girls seated in the school room were not *bonâ fide* pupils at all, but had been collected for the occasion." A more trustworthy master was subsequently appointed, who has done his best; but the results are worthless. The information which led to the opening of the school was utterly unreliable, and I consider any further trial to be useless.

*The Māgadi Government Kanarese School* has now been six months in existence, but up to this time none of the

Number of Pupils	... 28	girls, can be said to have learned to read
" Classes	... 1	
" Teachers	... 1	though several can join syllables together and
		decipher words in the first book. Progress,

though hardly perceptible, has been made, and a further trial may lead to satisfactory results. Several shettis and other respectable inhabitants profess their willingness to allow their daughters to attend the school for instruction. The master attributes the slow progress of his pupils to a want of books, a supply of which he was unable to procure until very recently.

*The Seringapatam aided Kanarese School* received Government aid in the month of July, and I have not yet

Amount of Govt. grant		had an opportunity of seeing the school.
per mensem	... Rs. 15	
Income from other	...	None of the girls can read yet. It is
sources	... ..	under the management of Jagannāthāchār,
Rate of schooling fee, none	...	the Head Master of the aided Sanskrit School
Number of Pupils	... 29	
" Classes	... 1	in the same town.
" Teachers	... 1	

## TAMIL GIRLS' SCHOOLS.

*The Wesleyan Mission Girls' Tamil Day School, Alsúr, Bangalore, is*

Amount of Govt. grant	
per mensem ... Rs.	20
Income from other	
sources ...	12 2 8
Rate of schooling fee, none	
Number of Pupils ...	74
„ Classes ...	3
„ Teachers...	3

superintended by the wife of the missionary who resides near Alsúr. This school continues to take the lead amongst the Girls' Tamil Day Schools throughout the Province. Girls admitted at the age of 5 or 6 usually remain about four years under instruction; during that period they are expected to

acquire a knowledge of the simple rules of arithmetic, to read and write easy Tamil prose, and to form some acquaintance with a few popular compositions in verse: the outlines of geography and needle work complete the course of secular instruction. The girls belong to the same class as those attending the Hindu Tamil School for Girls in the Cantonment. The introduction of a small fee would be a desirable step.

*The Hindu Tamil Girls' School, Cantonment, Bangalore. Of Hindu*

Amount of Govt. grant	
per mensem ... Rs.	50
Income from other	
sources ...	13
Rate of schooling fee, none	
Number of Pupils ...	94
„ Classes ...	3
„ Teachers ...	2

Girl Schools under native management this is the oldest, having been in existence upwards of fifteen years. It has generally been conducted in a manner creditable to its supporter; but this year I regret to observe signs of retrogression. The number of pupils is diminished since last year by one-fourth, and

the income from subscriptions, &c, is extremely low, being little more than one-fourth of the Government grant. The Head Teacher, an intelligent, well informed man, is not sufficiently alive to the advantages of the system of school management adopted in similar institutions under Government inspection. Considering the long standing of the school and the easy circumstances of the girls' parents, it is surprising that tuition and in many cases books also should be furnished gratis. It is however due to the managers to add that of the Bangalore Girls' Schools not under European management, theirs, judged by the general attainments of the pupils, is the best.



*The St. Mary's Catholic Tamil Girls' School, Bangalore.* The

Amount of Govt. grant	
per mensem ...	
Income from other sources	
Rate of schooling fee, none.	
Number of Pupils ...	80
" Classes ...	3
" Teachers	2

} Included in the lump grant  
to the Blackpalli schools.

girls attending this  
school are almost  
all children of the  
poorest class of Ta-  
mil Christians, and  
the instruction is of

the most elementary character. Out of 28 present, 4 were able to read simple Tamil. The moral training afforded appears to be much more successful than might be expected from the irregular attendance and social hindrances which have to be contended with.

*The Convent Tamil School, Bangalore.* The pupils are all boarders.

Amount of Govt. grant	
per mensem ...	
Income from other sources	
Rate of schooling fee, none.	
Number of Pupils ...	52
" Classes ...	2
" Teachers...	1

} Vide statement of the Con-  
vent A. V. School.

The character of the  
tuition corresponds  
with that of other  
aided schools for the  
lower orders under  
Protestant as well

as Catholic management. In a separate part of the premises there exists a Reformatory for females which is also under the charge of the Sisters. A workshop for needle women has also been established in connection with the Convent.

*The Mysore Catholic Tamil School* is similar in its character, but

Amount of Govt. grant	
per mensem ...	
Income from other sources	
Rate of schooling fee, none.	
Number of Pupils. ...	25
" Classes ...	1
" Teachers ...	2

} Vide statement entered  
against the Boys'  
School.

Native nuna.

even lower in stan-  
dard than the one  
at Bangalore. Only  
three or four are able  
to read from the  
Tamil first book.

The attendance is extremely fluctuating, but the objection exhibited by the parents to spare their girls' services for the purpose of attending school is said to be diminishing.

*The Madrasa é Nisvan, Cantonment, Bangalore,* when opened in 1867 was the only public Hindustani Girls' School in the Province, and

Amount of Govt. grant } per mensem ...	Rs. 50	though the movement was a most landable
Income from other		one, the state of the school was unfortu-
sources ... ..	" 70	nately represented by some of its injudicious
Rate of schooling fee, none.		friends in far too glowing colors. The re-
Number of Pupils ...	60	putation thus obtained was founded princi-
" Classes ...	3	pally on future prospects that have never
" Teachers...	3	been realized. The contrast between brilliant but fallacious expecta-

tions and success that strongly resembles failure has naturally had a depressing effect ; the management of the school moreover has not been kept in the hands of those most fit for the duty. Of 60 pupils there were at the last examination 24 able to read. Writing is regarded as a dangerous accomplishment, and not one girl would attempt to add up a single column of figures written down on paper. Although four inspections have been made during the year, I have failed to detect any signs of progress, and cannot understand how so large a monthly income as Rs. 120 is absorbed by so very meagre an establishment as that represented in the various inspection reports.

*The Madrasa é Mufidun Nisvan, Bangalore Pété*, first received a

Amount of Govt. Grant } per mensem Rs. }	Rs. 20	Government grant in February 1869. In
Income from other	"	February 1870 there were 7 girls able to read;
sources ... ..	50	as in the Cantonment School neither writing
Rate of schooling fee, none.		nor arithmetic is taught. Except that the
Number of Pupils ...	48	alleged expenditure is not in this school quite
" Classes ...	3	so glaringly disproportionate to the results
" Teachers ...	3	as in the Cantonment Madrasa, the difference
And one needle work Mistress.		between the two institutions is very trifling.

## SCHOOLS FOR SPECIAL EDUCATION.

### JAIL SCHOOLS.

*The Central Jail, Bangalore*, contained at the time of my visit in January 742 prisoners, of whom 719 were adult males, 9 females, and 14 boys. For half an hour in the evening after the day's work is done the adult prisoners are placed under the school-master. Thugs and infirm prisoners are exempted. Tóts, cooks, and warders being employed on jail duty at that hour are unable to attend ; on all others attendance is compulsory, but is generally regarded as an agreeable

relaxation, for, at other times, prisoners are not allowed to speak. The mode of tuition was fully described in last year's report. As soon as the adults have mastered the second book they are taught writing and arithmetic in a separate class; this standard had been attained by 40 men, and 289 could read the first book. English is being taught to about 30 men, who soon acquire a sufficient knowledge to permit of their employment as compositors. But this and other industrial work, though forming the more important part of jail education, is not connected with the school-master's duty. I may, however, venture to remark that in the printing and binding departments, though the prisoners may not all become proficient, they learn enough to secure future employment in a well paid trade. The women who last year were excluded from school instruction, are now taught by one of the boys from the Juvenile Reformatory, but they shew very little aptitude for learning. In the Reformatory only 1 of the 14 boys could read on admission. Now 4 can read the first book, and 6 are able to write, and to read the second book, besides having some knowledge of the tables and the simple rules of arithmetic. The master's duties include a general oversight of the boys whilst at their work in the garden, as well as in school: during the afternoon he superintends the adult male classes.

#### NORMAL SCHOOLS.

*The General Normal School, Bangalore*, was last inspected in the month of August, and was reported on at considerable length. I beg to make a few quotations from the report.

"The English class numbers 10 students, of whom 2 are in the receipt of a monthly stipend. During the term just closed the class has made creditable progress, but cannot yet furnish qualified teachers. Another 12 months will probably not be found too long a period for the present candidates to attain the required standard. The very uncertain demand for English teachers and the departmental prospects generally, deter well qualified men from joining the English Normal School, hence the Entrance examination is necessarily elementary, and it clearly follows that either the standard for a pass must be proportionately low or the period of instruction must be extended. The latter alternative is evidently preferable, as the former would nullify the object

of the institution by filling the ranks of the Department with inferior teachers."

The officiating Director of Public Instruction remarked in his Annual Report for 1868-69, "The English department has met with but little encouragement, the few students being unsuited for any other than subordinate masterships. Whenever better educated men are required, it is perhaps advisable to draw upon the schools of the higher grade. But the rule of employing none but certificated masters has been rigidly adhered to in spite of much inconvenience. Unnecessary violation of this principle would, I consider, inflict a serious injury on the Department. As it is we have been saddled in the past with several very inefficient men." In advertence to these observations, I may state that during the year several opportunities have occurred for placing in charge of important schools, certificated and well qualified men, chiefly under-graduates of Madras, who have been educated in the Mysore schools. A few of the "very inefficient men" have been got rid of. The rule regarding the employment of none but certificated masters led me to obtain your sanction for issuing the following circular.

*Circular.*

"Special examinations will, in future, be held at the Bangalore Normal School for the benefit of uncertificated Anglo-vernacular assistant teachers who may wish to obtain certificates.

"It will be necessary for University Matriculates to present themselves at Bangalore, as an examination in school management will, in their cases, be considered sufficient, and their acquaintance with this subject will be tested by their Inspecting Officer during the course of his tours.

"The first examination will be held during Monday, Tuesday, and Wednesday, the 18th, 19th, and 20th days of April next, in the following subjects."

*By means of written papers.*

- i. Language. — Passages in prose and verse of ordinary difficulty selected from well known English authors for paraphrase and analysis.

ii. Translation.—Idiomatic phrases in English and Kanarese for translation from English into Kanarese and *vice versa*.

iii. Mathematics.—Geometry, Books, i, ii, and iii.  
Algebra, as far as simple Equations.  
Arithmetic, Double Rule of three, and  
Fractions, Vulgar and Decimal.

iv. History.—Garrett's India.  
Collier's England (small edition). .

v. Geography.—Hughes', the whole with maps.

vi. School Management, Method.

*Viva Voce Examination.*

i. Any of the foregoing subjects.

ii. School Management, Teaching a Class.

N. B.—Considerable importance will be attached to excellence in the theory and practice of school management.

I may state that 8 applicants have sent in their names as candidates for the certificate examination to be held within a few days, and other masters are preparing for a future test.

Regarding the Kanarese students my report states that "The language papers, as a whole, were fairly written ; 2 examinees obtained half marks, but many shewed an imperfect acquaintance with grammar. The arithmetic papers were generally well done ; four students obtained half marks, and two nearly full marks." A want of Kanarese maps led to an almost universal failure in geography ; this want has since been supplied. Increased attention has also been given to experimental teaching. There are now 20 students in this branch.

A Hindustani branch has been opened ; but some time must elapse before important results can be looked for. The present attainments of the students, 5 in number, are about on a par with Hóblí Normal School students.

Of unaided schools I may remark that upwards of 50, chiefly vernacular, have been inspected during the year, but none of them call

for special remark here. The necessity for revising many of the existing grants is, I consider, very urgent.

In conclusion I beg to observe that the ramifications of the different branches of education have increased so much as to render the charge of the Circle, without the assistance of a Deputy Inspector, rather unwieldy.

(Sd.) R. G. HODSON,

*Offg. Inspector of Schools,*

*I. Circle.*

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## APPENDIX III.

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### II. CIRCLE.

#### *Inspector's Report.*

I have the honor to forward the Annual Report of the Schools in the II Circle, which shews their progress during the past year, and their condition at its close. The number and designation are as follows:—

#### GOVERNMENT SCHOOLS.

- 4 Superior Anglo-vernacular Schools.
- 3 Inferior do. do. do.
- 31 Vernacular Talook Schools.
- 72 Do. Hóblí do.
- 2 Hindustani Schools.

#### GRANT-IN-AID SCHOOLS.

- 2 Girls' Schools.
- 1 Orphan Boy's School.
- 1 Kanarese School.
- 3 Hindustani Schools.

The progress of our schools in their several studies has generally been satisfactory during the past year ; but there are, I regret to say, a few exceptions. In some, this want of success has been unavoidable, being caused by a change of masters; but in others, it is the result of the neglect and incompetence of the teachers. However it may be accepted as a valuable testimony in favor of the scheme of instruction adopted in this Province, that the removal, or exchange of teachers, has caused very little halting or confusion in the course of instruction ; for when one master is removed, his successor generally begins where the other left off, and, expecting to recapitulate the lessons passed over by his predecessor, he carries his pupils steadily forward from that point ; and even the pupils themselves lose little by a transfer, as they invariably join the same class in the new school, as the one they

left in the old. But in connection with our Government schools there are a few things that need change or modification.

The time set apart for instruction in our Anglo-vernacular Schools, *viz.*, twenty-two hours per week, is too short. English schools are generally open for thirty hours per week, and indigenous schools about eight hours per diem ; thus the people are induced to form conclusions unfavorable to the benefits received in our schools as compared with the others, and if we further deduct the holidays, marriages, and the various ceremonial days enjoined on Hindus, it will leave but a small portion of time for actual school work, in fact it necessitates an addition to the school life of a boy, fully one-third; or in other words, a boy attending a school, which is open thirty hours per week, would learn as much in six years, as he would in a school open according to our time, in nine years.

This cannot but be a serious deduction from their value, and a great loss to numbers of children, who are obliged to leave school in early life, and before they have acquired knowledge sufficient to be useful to them when they grow up.

The cost of books in these schools is a heavy deduction from the incomes of the parents, and many are obliged to keep their children at home, or withdraw them, in consequence of their inability to meet the expenses incurred by books and fees ; even in the vernacular schools, where the cost of books is little more than the price of the paper on which they are printed, many people have refused to pay for them, preferring to let their children remain ignorant, rather than do so ; how much more will they feel it, when their children attend the Anglo-vernacular schools, where the cost of a boys' removal from the III to II class is about Rs. 11.

I have noticed that our teachers are over anxious to push their pupils forward for Matriculation, in many cases sacrificing the benefit they would otherwise receive while in the lower classes, and neglecting to lay a solid foundation while there.

This is an error in regard to boys who may remain long enough in school to matriculate, and an injustice to those who cannot, as the subjects laid down for II and I classes are precisely what are required for



the Matriculation examination ; their surest method of proceeding would be to ground the pupils of these classes in the subjects laid down for them, leaving nothing to be done but recapitulation during the year they intend to matriculate ; such a course as this would reduce passing almost to a certainty, as there would then be nearly three years employed to accomplish this object. But those boys who cannot remain long enough in school to pass this examination, lose all the benefit of their lessons by being hurried over them.

*The Talook Schools* are doing their work well, inasmuch as the pupils attending them are receiving a fair education in their mother tongue ; but they have yet to contend against the prejudice and parsimony of the people, which are so powerful in some places as to leave our school-houses almost empty ; the long school hours of the indigenous masters, the instruction of their pupils in their religious books, and their practice of writing out their pupils' books, act as powerful inducements, to retain their pupils, and tell heavily against ours ; but I am happy to report that the excellent results produced in our schools, the superior methods of instruction practised, as compared with indigenous schools, and the variety of cheap books issued from the Government Press, are gradually influencing the minds of the people to perceive the solid advantages that result to those boys who attend our schools regularly. The Kanarese books issued from the Government Press are beginning to be used in indigenous schools and others which are not under our control.

*The Hóbbi Schools* have realized all that was expected of them, and in numerous instances have exceeded our greatest anticipations ; for many of them have been crowded to such excess, that the teaching power and accommodation were insufficient. The only draw-backs which prevent these schools being more useful than they are, are the inferior classes of men who apply for the office of hóbbi school master, and the rather ambitious course of instruction attempted by them.

*The Hindustani Schools* are doing fairly ; but their value seems to be scarcely appreciated by the people near them. We have only two, one at Toomkoor and one at Chituldroog, and I beg to suggest the establishment of others at Shimoga and Chikkamagalúru.

## THE GRANT-IN-AID SCHOOLS.

*The Girls' Schools* are doing remarkably well, particularly that in Toomkoor.

*The Orphan Boys' School* belongs to the Wesleyan Mission in Toomkoor. Their education is fairly carried on, but as some of the boys are from fourteen to eighteen years' old, I think that they should be put to learn some useful trade, that may be a means of support to them when they are launched on the world.

*The Kanarese School at Kaḷasa* has not been visited for several years, owing to its almost impenetrable situation in the jungle. I have recommended that it be placed amongst the hóbli schools so as to bring it under the superintendence of the Sub-Deputy Inspector of the Kadoor District.

*The Grant-in-aid Hindustani Schools* are in a very unsatisfactory condition; and the instruction imparted in them is unworthy of the name: it usually consists in reading the Kurán in Arabic without any explanation, a few Persian books after the same method, and sometimes the Tálim Náma or other printed Hindustani books are used; writing is taught by means of blackened boards; and arithmetic is seldom attempted. I have generally found them possessing incompetent teachers, few children, and lukewarm supporters. I would therefore recommend that these schools be brought on the same footing as the Kanarese Hóbli Schools: it is a step that would be regarded with great pleasure by the Musalmán population; for they are generally too poor, and too ignorant of school matters, to have their children educated in a proper manner; hence the greater necessity for the Government taking this matter into its own hands, until these people are educated to act independently.

As writing will furnish the means of support in after-life to fully one-half of our pupils and be exceedingly useful to all, it deserves more attention. The faults usually prevalent are, the stems of the letters not being parallel, and out of proportion to the body; the letters not proportionate to each other, and the head lines sometimes containing the most absurd ideas. These errors arise from the teacher's ignorance of

the principles and educational value of this lesson. I would therefore urge the necessity of supplying the Anglo-vernacular masters with a good system of writing, which will instruct them in the principles of this useful art ; for until they know what to do, and how it should be done, it is useless to find fault. Copper plate head lines for the advanced pupils, would be highly advantageous in a school, as they would save the teacher much trouble, and they usually contain some useful information.

### SUPERIOR ANGLO--VERNACULAR SCHOOLS.

*Shimoga*.—The number of boys under instruction in the school at the close of the year was 120, an increase of 50 pupils since last August.

The progress of the pupils has been greatly retarded by the illness and removal of the late Head Master; but it gives me much pleasure to report that his successor has begun his work, with a zeal and a determination that promise to bring this school into the front rank of our best.

Hitherto it has not sent up any candidates for the Matriculation examination, owing to its distance from Bangalore, and I am doubtful whether any will ever be induced to undertake this journey, as it is nearly 350 miles, especially as the students of this school readily obtain employment in the Government Offices, without passing any examination. Several students were reading for the Matriculation examination last year ; but owing to the illness of the master, the class was broken up : it has been reorganized this year under Mr. Taylor, and the students have promised to present themselves for the University test.

The II Class. The boys of this class have been progressing very steadily during the past year, excepting in arithmetic, where they appear to have been detained in decimals, the whole year. This delay appears to have arisen from a notion that a class must not exceed the work prescribed for it. It was well reported at my examination.

*Chituldroog*.—The number of children under instruction is 43, a decrease of 39 boys since October 1869.

This school has been very badly conducted during the past year ; the progress in every class has been very slow ; and for four months in succession there was none whatever; the school studies have been imper-

fectly taught, and I have never examined pupils that betrayed such marked signs of their teachers' incapacity and neglect.

The school compound was utterly neglected : no attempt had been made to make a path-way up to the school door, plant trees or flowers, or lay out a garden.

*Toomkoor*.—The number of pupils under instruction in this school at the close of the past year was 83, which is an increase of 11 beyond what attended at the close of the preceding year.

The progress of the pupils has been very good during the past year, but I regret to add, that thoroughness has in several lessons been partially sacrificed ; in order to secure this end and raise the standard of the school at my last examination I was obliged to order a recapitulation of the lessons, and deferred all promotion and prizes to a future day, as the pupils had done their work too superficially.

The number of pupils and standard have progressed satisfactorily during the past four years, and I attribute the failure of these boys in a great measure to a badly arranged time table, in which too much time was devoted to non-important subjects, such as algebra and history, and too little to others of the greatest value ; for example, arithmetic was only allowed one hour per week. This arrangement has been changed, and a new time table drawn up, which will allow a lesson in arithmetic, to be given every day.

The III class boys have also made creditable progress in their several lessons. Their writing is the best I have ever seen done by school boys ; but they did not understand their English prose lessons sufficiently, and failed in history.

*Chikkamagalúru*.—This school contains 43 boys, being one less than were enrolled at the close of the year preceding. The number at one period of the year rose to 67 ; but in consequence of the changes of masters, it has fallen to the present figure. The progress has been very much retarded by the illness and death of the late Head Master, and its consequent changes. I have not tested the new master's work, but from a lesson I saw him give the boys in history, I believe that he can do his work fairly, and therefore expect that the school will improve

under his management. This school is liable to constant fluctuations according to the season of the year ; there being no less than 47 admissions during the last eight months ; hence the difficulty of making any progress in this district is considerably increased.

It has lost the services of D. Gangaiya, a very valuable teacher, by his transfer to Harihara, who not only did his work well while in his school, but also during his leisure hours, employed himself in teaching pupils who were desirous of improving themselves. It was through his exertions that the school has received such a considerable increase of late.

### INFERIOR ANGLO-VERNACULAR SCHOOLS.

*Harihara*.—The number of pupils in this school is small, being only 13, which is 7 less than what attended at the close of the preceding year.

A change of masters took place during the year which interrupted the progress for a short time, but it is now progressing very favorably under the new master, D. Gangaiya, removed from Chikkamagalúru. The former master K. Rámaswámi, was very popular in this station and deservedly so, as he is an intelligent and painstaking master ; he was removed to Hassan at his own request, that he might have an opportunity of studying for the University examinations under Mr. Haldwell.

*Shikáripura*.—This school was formerly a very flourishing one, but has dwindled down to 22. It has lost since the beginning of the year four pupils.

It was without a teacher for several months, and was entrusted to the care of one of the pupils ; during the time it was under his charge many of the best boys left it, and have not returned since. The present Head Master is a native Christian, and appears to be a steady, painstaking man, and I have strong hopes that his diligence and zeal will raise this school to its former position and increase the number of his pupils.

*Chikkánáyakanahalli*.—The school was formerly a very flourishing one ; but owing to a disagreement between the Government officials and the inhabitants regarding a building site for the school house, the

people withdrew a great number of children who have never since returned ; it contains only 16 children.

A change of masters has taken place during the past year ; but it had little influence on the condition of the school for good or bad. The present head master is a matriculated student, but I have seldom met with a more inexperienced teacher, and therefore have recommended him for six months' training in the Normal School. His teaching is of a most desultory character ; and his questions ill adapted to evoke thought, or draw out his pupil's ideas.

### VERNACULAR TALOOK SCHOOLS.

#### TOOMKOOOR DISTRICT.

*Toomkooor*.—The number of pupils under instruction in this school is generally very high, being at present 90, and would increase much more if we had accommodation.

The condition of this school has always given great satisfaction. Every subject was marked "Good" or "Fair" at my last examination.

*Koratagere*.—The number of pupils in this school has continued nearly the same throughout the year, *i. e.* 35.

It is doing well, although the accommodation previous to the enlargement and repair of the present school-house was inefficient and bad.

The progress of the pupils in their school lessons has been too rapid, and so they have failed in several subjects at my examination. Two girls, daughters of the Peshkar Kristnaswami Modaliar, have been attending several months, and are now reading easy sentences in the first Kanarese book.

The masters of this school were permitted to proceed to Maddagiri to observe the method of teaching carried on there for a few days, but they were so impressed with a sense of their own superior system of instruction that they thought it derogatory to their dignity to do so, consequently I am afraid the visit did them little good.

*Maddagiri*.—The number of pupils enrolled on the books of this school is 33.

The number has been as high as 80, but owing to the establishment of a *hóblí* school in an adjoining village, and an indigenous school in the town, many of the pupils have left.

The thoroughness with which every subject has been got up in this school, and the cleanliness of the school-house and compound, have always made it a pleasure to visit it.

The master of this school merits great praise for the manner he has always performed his work since the day of his appointment. He is now offg. Sub-Deputy Inspector of the Chituldroog District, and the school is in charge of his assistant.

*Chikkanáyakanaháfi*.—This school numbers fourteen pupils on the register ; only eight were present on the day of my examination, and these were badly taught. The teacher of this school does not seem to be able to gain a footing in this town, although it is a large one, and supports several indigenous schools.

*Sírú*.—There are 21 pupils enrolled in this school: thirty-two were present at the examination.

The progress of the pupils has been good during the past year under the former master, who was removed from the station on account of the inhabitants reporting him for neglect of duty. The present master is recapitulating the work done by his predecessor before taking them forward.

*Kadaba*.—This school has been established only a few months. It contains 25 boys. I was much pleased with it when I visited it, in consequence of the progress the children had made in such a short time ; and because the school had been supplied with every thing needful for their work, which must be placed to the credit of the head master.

This school is kept in excellent order by the head master.

*Turivékere*.—This school contains 23 pupils. It was entrusted to the care of an acting master for upwards of a month, in consequence of the illness of the head master, who was so ill when I visited the station, that he could not attend. This school was formerly a very good one, but in consequence of the inattention of the then head master, the boys deserted him in a body. It has not made up for that dispersion yet, and

those who attend have not advanced beyond the IV class. The progress of this class has been good during the year ; and their answers at my examination very satisfactory.

*Tipatúru.*—This school is in a very languishing condition ever since it has been established. It is situated in a thriving and populous town, and yet the number of pupils on the register is very small ; this may be attributed heretofore to the want of accommodation, the school house being small and exposed to the weather : but as it is now enlarged and put into good repair, I have hopes that the number of pupils will increase. The number on the register at the close of the year was only 16.

*Huliyúrdurga.*—The number of pupils on the register at the close of the year was 34. The progress of this school has been very much retarded by the illness of the head master, and the entrusting of it to the care of an acting master, while the former was on leave for two months. It has not been long established, and consequently one cannot expect much from a school contending against such adverse circumstances.

#### SHIMOGA DISTRICT.

*Shimoga.*—This school is situated in the centre of the town, and thus being convenient for the people, it is usually well filled with pupils. It contains 72 pupils at present, but the number rose to 90 at one period of the year.

As this town is a very large one, the number of pupils is likely to increase as the standard of the school is raised, but I am doubtful about the qualifications of the head master, intellectually or physically, and therefore have recommended a change of masters. The present head master has been ill for several months, and having proceeded on sick leave, the school is in charge of the assistant master.

*Ságara.*—The number of pupils in this school has been steadily increasing during the year till it has reached 55.

The condition of this school is highly satisfactory, the standard and number of pupils have steadily increased since its establishment, although located in a district notoriously unhealthy.



The head master of the school S. Puttappa is one of the most remarkable men I have ever known for diligence in his work and attachment to his school ; he has seldom applied for leave beyond what is usually allowed, and sticks to his work in sickness as well as in health. The result of this proceeding is, that his school is one of our best, and the pupils are exceedingly well up in their lessons, and an indigenous school cannot be established in the vicinity.

*Shikáripura*.—This school was formerly in a flourishing condition, but, through bad management, it has decreased considerably. The number of pupils now attending is 32.

The present Kanarese master was removed from Bāṇāvāra in consequence of his not being able to obtain the confidence of the people and form a school there; his management of the present school does not appear to be more successful.

*Nyámati*.—The number of pupils in this school is 62. It promises to become a flourishing one, if a master can be induced to remain there. Previous to my visit to this town for the purpose of examining the school, many refused to purchase books on history and geography for their children, considering the money paid for the books, and the time bestowed on the learning of these branches of study, as wasted. However, I had a number of influential people present at the examination, that they might learn our object with regard to their children, so I have heard no further complaints on this head. This school has changed masters during the year, and it was for a few months under the management of an acting master, at which time schools of any kind make little progress, as these men know little or nothing of the management of a school.

*Channagiri*.—This school numbers 42 pupils, which is about the average throughout the year.

The master of this school has lately been removed hither from Sírā ; but there has been no halting, the work has gone steadily forward. At my last examination, two-thirds of this school were in the alphabet class, which generally makes me suspect that all who are present are not genuine pupils. However, the III class boys did their

work well in every subject, except geography. Their progress during the year has been very good.

*Holéhonnúru.*—There has been a slight decrease in this school since the beginning of the year, the number of pupils on the register being 38, against 40.

This school ranks rather below the average of the others, which, I attribute more to the negligence of the head master than to his inability. Several of the inhabitants have accused him of neglecting his work, and selling the school books at an enhanced rate ; but these charges were refuted ; however sufficient grounds were afforded to caution him to be more careful in future.

#### KADOOR DISTRICT.

*Chikkamagalúru.*—Notwithstanding the location of this school being in a large and thriving town, it has merely existed since it has been established.

The inferior condition of this school must be attributed, partly to the negligence of the Kanarese teacher, and partly to the inconvenient position of the school-house. This teacher has been working in the Anglo-vernacular school, and consequently neglecting his own pupils : his chief aim being to learn English, but he has been ordered to confine himself to his own sphere of duty in future ; and as the school is to be opened in a house more convenient for the people, it is hoped that the attendance roll will increase.

*Tarikere.*—This school has increased from 6 in the beginning of the year, to 43 at its close. It was formerly in a very unsatisfactory condition owing to the inattention of the head master, but on his removal it rapidly increased in number and rank, through the diligence of his successor, which is a self-evident proof that the success of our schools depends entirely upon the industry of the men we employ as teachers ; one man ruins every school he takes charge of, and another gathers every boy in the village to his school, and their progress under him is rapid.

As this is one of the schools that were reported for inefficiency, I have much pleasure in recording its present satisfactory condition.

*Sakrépatna*.—This school was removed from Wastára, in consequence of the insufficient accommodation afforded at that place.

As it has only been established here about four months, I have not had an opportunity of examining it yet.

The number of pupils under instruction is only 23 at present, but it is steadily increasing month by month.

*Kadoor*.—The number of pupils in this school has fluctuated considerably during the past year, sometimes as low as 17, and then rising to 50. It is now 34.

It was formerly reported to the Chief Commissioner for its inefficiency; after which the head master aroused himself, and the number of pupils increased; however, he has been removed, and the condition of the school appears to have improved under his successor.

At my examination, I learned that most of the parents of these children had refused to purchase some books that were necessary to enable the children to prosecute their studies; but on my threatening to withhold the prizes, they promised to get them.

*Yedahalli*.—This school has been established only two months.

There are 29 pupils registered already. As I have not visited it yet I cannot give any information regarding its condition; it appears to be only beginning in every subject.

*Bánávára*.—This school was formerly reported to the Chief Commissioner, in consequence of its unsatisfactory condition; the head master was then removed to Shikáripura, but ever since the arrival of the new teacher T. Venkata Rao, it has been improving rapidly. There are now 47 pupils on the register.

The school is now in an excellent condition, and great praise is due to the head master for its being so.

*Bírúru*.—There has been but little variation in the number of pupils attending this school during the past year which was generally 40, but has increased to 45, at the close of the year.

The children answered fairly at my examination; but they exhibit-

ed a great want of familiarity with the forms and meanings of words in their reading lesson, by their hesitation and stammering.

#### CHITULDROOG DISTRICT.

*Chituldroog.*—The number of pupils under instruction in this school has fluctuated considerably during the past year ; it rose to 41, and then dwindled down to 22, where it stood at the close of the year.

This school does not seem to be popular, partly because the teacher is a Christian, but more so, I imagine, for his want of diligence, which is unmistakeably shewn in the annual reports of progress.

A second class was formed in October, which has advanced in the "course of studies" very fairly ; but the subjects taken up are what are prescribed for a lower class.

*Davanagere.*—The number of pupils on the register of this school is 44, when it was first established the number was nearly double that amount, but dwindled to its present figure as the master could not well attend to so many single handed, and it took some time to procure sanction for an assistant teacher.

A change of masters took place about December last, but the school does not appear to have suffered much by it; the number of pupils is about the same, and the course of studies has not been interrupted.

*Huliyára.*—The number of pupils on the roll of this school has been steadily increasing during the past year. It is now 39.

This school is well reported amongst the people.

The pupils answered very well at my examination ; although the school had been only a short time established.

*Hosadurga.*—The number of pupils in this school is 38, which is about the average of all the year round.

The master of this school was removed from Tarikere, as he failed to collect sufficient pupils to form a school ; but since his arrival at this station, he has performed his work very satisfactorily, and has formed a II class, but rather prematurely, as they are doing work laid down for the III class.

The progress of the classes during the past year, has been very good ; and their answers at my examination were very satisfactory.

The school is in a good working condition, the head master has been recommended for promotion.

*Pāvagada*.—This school numbered 30 pupils, at the close of the year : about November last, it was as high as 40 ; but has since declined.

The condition of the school at the time of my visit was very unsatisfactory, owing to the paucity of the pupils attending. It is rather improved at the present time, and would be more so, if the Telugu language were taught to those children whose mother tongue it is. It has suffered by the masters having been changed so often of late ; being in such an out-of-the-way place, none will remain there contentedly ; and thus the pupils suffer from their want of interest in their work.

*Harīhara*.—The number of pupils in this school is 46. It was formerly very low, but has been steadily increasing of late. It still falls short of the number that is expected from such a large town.

*Moḷakālumūru*.—At the time of my visit I found the master of this school so ill with fever, that he could hardly move about and wholly unable to work. He was removed to a healthier station, but a successor could not be provided for nearly two months. Moḷakālumūru is counted an unhealthy place, and the expectation of obtaining even a score of pupils will probably be disappointed.

*Jagalūru*.—This school was established in December last, and has as yet only 14 pupils.

The progress in the "course of studies" is small, but fair for the short time the school has been at work.

*Hāranahalli*.—Several masters have been sent to this town to try and establish a school ; but all have hitherto failed. It cannot be said that the people are indifferent in the matter of education, for there are several indigenous schools in the place, which are well attended. However I do not despair of establishing a school, if the services of a really intelligent school-master could be obtained, who could be depended on to do his duty honestly while left to himself,

## HOBLI SCHOOLS.

*Tabular Statement of the Locality, Classification, and Condition of the Hobli Schools in the District.*

DISTRICT, TOOMKOOR.—Sub-Dy Inspector, Lakshamañaiengar.

Number.	TALOOK.	LOCALITY AND SCHOOL.	Highest Class formed.	Total Pupils.	The Condition of each School.
1		Urudugere ...	III	30	Progressing.
2		Honasagere ...	III	21	Did well at examination.
3		Kestúru ...	III	17	Condition ordinary.
4		Arekere ...	III	30	Examination good.
5	Toomkoor ...	Gújúru ...	II	50	School doing well.
6		Beljávi ...	...	56	Lately established.
7		Holisagere ...	...	...	Do.
8		Hávali ...	...	...	Do.
9		Madihalli ...	...	...	Do.
10		Rámasandra ...	...	...	Do.
11		Chélúru ...	...	...	Do.
12	Maddagiri ...	Gangalagunté ...	III	26	Improving.
13		Byála ...	III	10	Fair.
14		Itakadibbanahalli ...	II	20	Answered well at examination.
15	Chikkanáya-kanahalli ...	Hágalavádi ...	III	61	Did well at examination.
16		Bargúru ...	II	31	School doing well.
17		Chikkanáyakanahalli ...	III	40	Condition ordinary.
18	Sírá ...	Hosúru ...	II	50	Did well at examination.
19		Nadúru ...	...	...	Lately established.
20	Kunigallu ...	Nágasandra ...	II	31	Did well at examination.
21	Kadaba ...	Ariyúru ...	...	...	Lately established.
22		Dandinasivara ...	III	35	Answered badly at examination.
23	Turivékere ...	Hichanúru ...	III	35	Fair.
24		Ujanúru ...	II	40	Improving.
25		Nonavinakere ...	...	...	Lately established.
26	Tipatúru ...	Mádanahalli ...	III	16	Progress fair.

## DISTRICT, KADOOB.—Sub-Dy. Inspector, C. Anantáchari.

Number	TALOOK.	LOCALITY AND SCHOOL.	Highest Class formed.	Total Pupils.	The Condition of each School.
1	Chikkamagalúru.	Mattavára ... ..	...	...	Lately established.
2		Puravára ... ..	III	22	Improving.
3		Kaíasápura ... ..	III	24	Very good.
4		Mallalúru ... ..	III	35	Fair.
5		Lakiya ... ..	III	22	Improving.
6	Wastára. ...	Hirémagalúru ... ..	III	31	Very good.
7		Mandiginahalli ... ..	...	...	Lately established.
8		Ballaú ... ..	...	...	Do.
9		Bandiya ... ..	...	...	Do.
10		Choladahá ... ..	...	...	The master has been transferred.
11	Kadoor ...	Aladúru ... ..	...	...	Lately established.
12		Haravinkere ... ..	...	...	Do.
13		Patnagere ... ..	III	11	Very good.
14		Jámagallu ... ..	...	25	Lately established.

## DISTRICT, CHITULDROOG.—Sub-Dy. Inspector, Nanjundaiya.

Number.	TALOOK.	LOCALITY AND SCHOOL.	Highest Class formed.	Total Pupils.	The Condition of each School.
1	Chituldroog ...	Gundabanahalli ... ..	III	27	Very good.
2		Siddappanahalli ... ..	IV	25	Very good.
3		Turvinakere ... ..	IV	27	Improving.
4		Rangappanahalli ... ..	IV	20	Progressing.
5		Tálya ... ..	...	...	Lately established.
6	Dávanagere ...	Máyakonda ... ..	III	19	Very good.
7		Dávanagere ... ..	...	...	Lately established.
8		Jájalúru ... ..	IV	15	Improving.
9	Bádhálu ...	Yelanádu ... ..	IV	22	Fair.
10		Kanamadi ... ..	...	...	Lately established.
11		Najadagunté ... ..	...	...	Do.
12	Pávagada ...	Arasekere ... ..	III	59	Very good.
13	Harihara ...	Kondejji ... ..	IV	20	Good.
14	Hosadurga ...	Bágúru ... ..	III	34	Very good.

## DISTRICT, SHIMOGA.—Sub-Dy. Inspector, Rámáchári.

Number.	TALOOK.	LOCALITY AND SCHOOL.	Highest Class formed.	Total Pupils.	The Condition of each School.
1	Shimoga	Aiyanúru ...	III	43	Very good.
2		Annavaré ...	III	43	Good.
3		Sanyásikodamigé ...	III	44	Improving.
4		Kadaba ...	...	...	Lately established.
5		Gudamagatté ...	...	...	Do.
6		Gájanúru ...	...	...	Do.
7	Ságara	Bellenni ...	...	...	Do.
8	Kávaledurga	Tirthahalli ...	...	...	Do.
9	Shikáripura...	Mayathamamuchadi...	IV	19	Answered well at examination.
10		Bégúru ..	III	16	Indifferent.
11		Sirálakoppa ...	III	39	Very good.
12		Mugalagere ...	...	...	Lately established.
13	Honnáli	Kumsi ...	III	72	Very good.
14	Chennagiri	Mulalúru ...	III	24	Fair.
15	Anantapura	Hodigere ...	...	...	Lately established.
16		Anantapura ...	...	...	Do.

## GOVERNMENT HINDUSTANI SCHOOLS.

## SUB-DEPUTY INSPECTOR, KHAJA MAHOMMED.

*Chituldroog*.—Contains twenty-one boys, who are divided into iii and iv classes under one master. The iii class are reading the *Hikáyet Latifa* in Persian; the *Tálimnáma* in Hindustani; Persian and Hindustani grammars; working simple multiplication in arithmetic, and reading the histories of England and Hindustan.

Their spelling from dictation was fair. At the examination, only one boy could work simple multiplication, and two others subtraction the meaning of Persian and Arabic words occurring in their lessons were left unexplained.

*Toomkoor*.—Contains fifty-one boys, iii and iv classes are organized, and divided into different sections.



The iii class is reading the *Hikáyet Latifa*, Hindustani grammar, part ii; histories of England and India, and the geography, part ii. At the examination only one boy answered well in these subjects; he also worked a sum in simple division; two others did fairly.

In the iii class only two or three boys could answer fairly in the subjects they had read, *viz.*, *Tálimnáma*, geography, part i, and in simple addition in arithmetic. On being asked why so few boys could answer well at the examination, the master replied that his best boys have left school, and the greater part of his scholars had been newly admitted.

### GRANT-IN-AID SCHOOLS.

*Girls' School, Toomkoor.*—This school has been established by the Wesleyan Mission at this station, and is doing well. It consists of two branches, each being located in different parts of the town, and educating different castes, although no distinction is made as to admission to either.

Sixty-seven girls were present at my examination, but that number does not represent all that attend, as many were absent in consequence of its being a feast day. It is also steadily increasing from day to day, as its advantages are becoming better appreciated and the prejudice against female education diminishes.

The course of instruction is very fair; it includes religious instruction, Kanarese language, spelling from dictation, writing on slates, Kanarese grammar, history of India, geography, arithmetic and needle work.

The school is well supplied with masters and the head master appears to be well adapted to his work.

The children answered fairly at my examination in most subjects; in some they are marked "good," but were insufficiently taught in arithmetic, which I believe may be attributed to want of knowledge in the art of teaching it on the part of the teachers. Being one of the "essential lessons" it should be more practically taught, than it has been hitherto.

*Girls School, Shimoga.*—The school is under the sole control of the Hindu gentlemen at this station, and has been established principally for the education of brahman girls.

The number present at my examination was 26.

The course of instruction pursued is very good ; it comprises Kanarese prose and poetry, arithmetic, grammar, history and geography. It is intended to teach them needle-work, but a competent person has not been obtained hitherto.

As this affords an excellent opportunity for a European lady to take these girls in hand, and instruct them, I have sanguine hopes that some of the ladies at this station will not allow such an opportunity to pass without endeavouring to dissipate the mists of ignorance and prejudice that exist between the Hindus and European people.

The reading was remarkably good, and thoroughly understood by the children. Many of them repeated the story they had read, without the book.

They were rather deficient in arithmetic, in fact, too little time was devoted to it, and it was not taught in such a manner as to enable the children to understand it thoroughly.

The writing was too large, but done fairly ; they also wrote nicely from dictation.

Grammar, geography, and history were fairly understood, but too much of the school time has been devoted to these subjects.

The school had been established only one year ; yet the children have made very good progress in their lessons during that time, and great credit is due to Mr. Kristnaswámaiengar and the members of the committee for the great care they take of these children and the time they bestow in personally teaching them.

*The Orphan Boys' School, Toomkoor.*—This school belongs to the Wesleyan Mission, and contains about twenty-four boys.

The course of instruction consists of religious instruction, English prose, Kanarese prose and poetry, arithmetic, grammar, geography and history.

Their answers at my examination were generally fair, some subjects are marked "very good."

As I have previously suggested, these boys should be put to learn trades ; but, even as they are, I imagine one of the most valuable presents they could receive from the charitably disposed, would be a box of carpenter's tools which would enable them to make their own playthings, and so get their hands in to guide a chisel or saw, an important step to enable them to make something better.

*Hindustani School, Huliýárdurga.*—Contains 31 pupils who are divided into three classes and taught by one master.

At the examination only one or two boys answered correctly in Persian grammar and the Hikáyet Latifa.

None of the boys in this school understand arithmetic.

This school has been closed for a considerable period, in consequence of want of funds, but has been reopened within the last six months.

*Hindustani School, Chammagiri.*—Contains 32 children who are separated into three classes and instructed by one master.

The i class are reading the Korán and Hindustani first books, and repeated as far as one hundred in number : only too or three boys answered fairly at the examination.

This school has been established only about eight months, and the children are very young.

*Hindustani School, Honnáli.*—The number present at the examination was 24. They are divided into three classes, and are taught by two masters.

The i class are reading the Korán, Hindustani first books, and Tálimnáma, and have learned addition in arithmetic. Only three boys read correctly in the Tálimnáma and two worked a sum in addition.

(Sd.) P. STAUNTON,  
Offg. Inspector of Schools,  
II. Circle.

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## APPENDIX IV.

### ENGINEERING SCHOOL, BANGALORE.

#### *Head Master's Report.*

I have the honor to forward for your information the Report of the Examiners of the Annual Examination held in December 1869.

From the results, I find that four students are entitled to Assistant Overseer's certificate. Three are entitled to Sub-Overseer's certificate, and one is qualified as Draughtsman.

The examiners have not expressed so much satisfaction at the results as on previous occasions, although the number of marks awarded in each paper shews tolerable proficiency.

On the whole I consider the results of the past year's work satisfactory, especially as regards the style and amount of drawing and surveying field work done during the session.

It is also gratifying to report on the general good conduct of the pupils, their perseverance and their readiness at all times to submit to school discipline.

The success and usefulness of the institution may, in some measure, be exemplified by reference to the annexed statement, which gives an account of all the candidates who obtained certificates from the school at the two examinations held in 1867 and 1868.

#### MYSORE GOVERNMENT ENGINEERING SCHOOL.

##### *List of Candidates.*

Name.	Left the School.	How employed.
D. McWhite	December 1867.	Sub-Overseer, Bangalore Division.
J. Patton	"	Student, Madras Civil Engineering College.
J. Burke	"	Sub-Overseer, Chikkamagalûru.
J. Welsh	"	Draughtsman, Chituldroog.
A. Welsh	"	Unemployed.
J. Conquest	"	Master, Cantonment Boys' School.
H. Slainy	"	Surveyor, Mysore.
C. Munisawmi	December 1868.	Draughtsman, Kolâr.
S. Poonnasawmi	"	Do. Bellary.
W. King	"	Municipal Overseer.
P. Joseph	"	Overseer, Godavery Irrigation Works.
W. Phillips	"	Sub-Overseer, Hassan.
V. Durgaiya	"	Do. Mysore.

(Sd.) G. WALLACE,  
*Head Master.*

## REPORTS OF EXAMINERS.

I regret that I am unable to report so favorably of the class this year, as when I last examined it, the average mark being only 34.6 per cent; but Vigor, Johnston and Thanathu Pillé have sent up very fair papers. I was surprised to find that not one boy in the class attempted the whole of No. 1 question, though they all without exception worked out No. 6 question, which involved the application of the most difficult of the formulas included in No. 1.

Hydraulics.

No. 5 too was omitted by the whole class, and yet is extremely easy. Nos. 8 and 9 were attempted by almost all the boys, but not successfully, the errors in No. 8 being inexcusable.

It is a subject however which is rather difficult for beginners, and possibly the paper was more difficult than that set by me last year.

(Signed) W. H. EDGCOME, CAPT., R. E.

I return herewith the examination paper on levelling, together with an abstract of the results. The defective education of the majority of the students has doubtless prevented their doing justice to the instructions they have had. It is a pity that a higher class, or rather a better educated class of natives, cannot be induced to enter the Engineering School.

Levelling.

(Signed) R. C. DOBBS.

Four of the students have gained over  $\frac{1}{2}$  marks, and three more than  $\frac{1}{4}$  marks; as however I do not know the minimum required by the school, I leave you to determine whether they have passed or not.

Algebra.

(Signed) J. LACEY.

These papers are moderately good with the exception of the first question which was not answered by any one, except by C. Muttusawini. No pupil that could not reply to this question can be report-

Building Materials.

ed as fit for the Public Works, as they cannot understand estimating if they do not know how to make such calculations.

(Signed) C. V. WILKIESON.

I regret to have to make an unfavorable report on the result of the examination, but I cannot attribute this Drawing from Specification. altogether to the fault of the scholars, as I find the examination paper to have been very carelessly printed, there being eleven palpable misprints in it, all more or less liable to puzzle and mislead. Of the 12 competitors Munisawmi is the only one who has produced any thing like a complete drawing, but he has not entered all the dimensions, and is incorrect in one or two points. Vigor has omitted the cross sections, otherwise his drawing is fair, though incomplete in entry of dimensions and with two or three faults. Venkatáchalam has made a promising drawing which, however, in the absence of dimensions cannot be checked. Sunther Pillé's drawing is very incomplete in dimensions and but passable in execution. Thiruvengadam's is worse, being untidy ; and the rest it is impossible to place.

(Signed) W. H. CAMPBELL.

The papers are generally poor, and shew but a very small acquaintance with the principles of construction of Irrigation. irrigation works, or even with " Ford's Notes," from which the questions were extracted, it being the class book.

The information in " Ford's Notes" on irrigation works is too confined to fit it for a class book. A better class book is evidently required for this subject.

The best paper is by C. Muttusawmi, (110 marks) ; but P. Vigor runs him very close with 105, and if he had answered question No 5, he would have beaten him. These two papers are creditable, as are also those by Palayáandi (95), B. B. Johnson (90), and Santher Pillé (85). The remainder do not deserve mention. There is unmistakeable evidence of copying in most of the papers, which shews want of closer supervision in the examiner's room.

(Signed) W. H. CAMPBELL.

At the request of the Head Master of the Government Engineering School, I had the pleasure to examine the Arithmetic and Mensuration. school in arithmetic and mensuration.

To a really difficult paper on the former subject, involving a considerable knowledge of the theory and higher rules of this branch of mathematics, I received some excellent replies, one of the students obtaining a little over, and three a little under, two thirds of the marks assigned.

I was most pleased with Santher Pillé's paper which for neatness and method, as well as for accuracy, struck me as being one of the best that I had ever seen done by a native student. Some of Santher Pillé's fellow students would do well to emulate his method. Munisawmi and Robert Vigor also did well, and are deserving of honorable mention.

The paper on mensuration, which was one of average difficulty, was done well by the whole of the students.

From the papers sent up, I have no hesitation in saying that the students of the Engineering School give evidence of careful and conscientious teaching in the subjects in which I have examined.

(Sd.) E. H. DU BOIS.

## APPENDIX V.

### *Present Position of some of the Students educated in the High School.*

Name.	Position.	Salary.
Narasimaiengar,	Assistant to the Inam Commissioner.	300
Krishnaiengar, Amildar of Chituldroog . . . . .		200
Gurusawmi Modaliar, Accountant, Controller's Office . .		175
Yethirájalu Náidu, Munshi to Kanarese Translator . .		155
Abdul Rahimán, Amildar of Gúmanáyakanapalya. . .		150
Mari Gangaiya, B. Correspondence Clerk, Chief Engr.'s Office.		120
Rághavéndra Rao, Revenue Sheristadar, Shimoga . .		100
Panchanátha Rao, „ Kadoor . . . . .		100
Narasimaiengar, Judicial Sheristadar, Mysore . . . .		100
Appu Rao, D. Amildar of Molakálmúru. . . . .		100
Murgésam Modaliar, Head Accountant, Nandidroog Division.		100
Taylor, T. Head Writer, Coorg Office . . . . .		80
Vyása Rao, C. Record Keeper, Inam Office. . . . .		80
Venkatapataiengar, Head Master, Govt. School Chikka Ballápura.		80
Varadarájalu Náidu, Translator, Nandidroog Division . .		75
Gangaiya, B, Translator, Judicial Commissioner's Office . .		75
Nágappa, H. „ „ „ . . . . .		75
Abdul Samuth, Killédar of Sarjapura . . . . .		75
Krishnaiengar, Head Munshi, Nandidroog Division. . .		75
Swétádraiyengar, Translator, District Office. . . . .		75
Venkata Rao, Sheristadar, Civil Court, Bangalore. . .		70
Knight, W. Head Clerk, Sowar Cutcherry . . . . .		70
Gangádhara Rao, „ Survey Department . . . . .		70
Coleman, E., Asstt. Master, Wesleyan School, Mysore.		
Trimuláchári, B., Sheristadar, Judl. Asstt.'s Office, Mysore.		70
Ráma Rao, S. Translator Chief Commissioner's Office.		70
Lakshmi Náranappa, Interpreter, S. C. Court, Bangalore.		60
Srínivás Rao, B. Head Proof Reader, Govt. Printing Office.		50
Venkatavaradaieengar, Head Munshi, Kolár District Office.		50
Vírásawmi Modaliar, Translator, Chief Commissioner's Office.		50



## APPENDIX VI.

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### TABULAR STATEMENTS.

1. Government Schools, Higher and Middle Class.
2.       Do.               Lower Class.
3.       Do.               Girls' Schools.
- Do.               Special Schools.
4.       Do.               Hóbli Schools.
5. Grant-in-aid Schools, Higher and Middle Class.
6.       Do.               Lower Class.
7.       Do.               Girls' Schools.
8. Abstract of Receipts and Charges in all Schools.
9. Abstract of Expenditure in Educational Department.





1	2	3	4	5	6	7	8	9
NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total		
SUPERIOR ANGLO-VERNACULAR.								
Higher Class.								
High School... ..	Bangalore... ..	1858	389	9	28	426	458	371
The Raja's School ... ..	Mysore ... ..	1833	244	4	5	253	217	176
District School ... ..	Hassan ... ..	1852	136	7	4	147	121	98
Do. do. ... ..	Toomkoor ... ..	1852	80	...	3	83	75	66
Do. do. ... ..	Shimoga ... ..	1854	98	2	20	120	68	71
Do. do. ... ..	Chitaldroog ... ..	1861	46	3	1	50	48	46
Do. do. ... ..	• Chikmagalur ... ..	1862	49	3	1	53	48	44
Do. do. ... ..	Kolar ... ..	1863	51	1	1	53	73	58
Total.			1,093	29	63	1,185	1,108	931
INFERIOR ANGLO-VERNACULAR.								
Middle Class.								
Talook School ... ..	Hunasuru. ... ..	1861	29	2	2	33	32	30
Do. do. ... ..	Channaspatna ... ..	1862	23	2	1	26	17	20
Do. do. ... ..	Narasipura ... ..	1863	30	1	...	31	23	19
Do. do. ... ..	Chikka Ballapura ... ..	1864	61	1	1	63	45	45
Do. do. ... ..	Shikaripura ... ..	1865	20	1	1	22	21	16
Do. do. ... ..	Harihara ... ..	1865	12	1	...	13	13	12
Do. do. ... ..	Chikkanayakanahalli. ... ..	1865	11	3	...	14	13	11
Do. do. ... ..	Yelanduru ... ..	1867	35	...	...	35	33	32
Do. do. ... ..	Gundlupete ... ..	1869	83	...	...	83	42	37
Total.			304	11	5	320	239	222
Grand Total.			1,397	40	68	1,505	1,347	1,153

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
NANDIDROOG, 24th May 1870.

Ann

10 B	10 C	10 D	10 E	22		23	24	25	26	REMARKS.					
Number of Pupils on the Rolls in each language at the end of the year.						Difference.		Annual Cost of educating each Pupil.							
Kannase.	Hindustani.	Telugu.	Tamil.	Total.		Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.						
387	...	...	...	11	0	18,143	10 10	13,312	9 0	...	...	35	3 11	6	2 10
253	...	...	...	...	...	7,908	0 0	2,474	8 0	...	...	36	7 0	25	4 3
145	...	...	...	...	...	4,200	0 0	463	8 0	...	...	34	11 4	30	14 0
83	...	...	...	...	2	2,597	5 0	581	3 6	...	...	34	10 1	26	14 1
120	...	...	...	...	2 4	4,361	7 0	512	5 9	...	...	64	2 2	56	9 8
46	...	...	...	...	0 0	2,985	0 0	188	5 0	...	...	62	3 0	58	4 10
53	...	...	...	...	4 0	2,171	2 5	317	2 3	...	...	45	3 8	38	10 0
53	...	...	...	...	13 0	2,481	13 0	322	15 7	...	...	33	15 11	29	9 2
1,140	...	...	...	0	4	42,848	6 3	18,172	9 1	...	...				
33	...	...	...	8	0	1,613	8 0	301	0 8	...	...	50	6 9	41	0 2
28	...	...	...	12	0	1,080	0 0	129	2 6	...	...	63	8 5	55	14 11
31	...	...	...	6	0	1,345	12 0	162	10 0	...	...	58	8 2	51	7 0
63	...	...	...	...	...	1,609	8 1	292	5 8	...	...	35	12 3	29	4 3
22	...	...	...	9	2	715	3 10	119	1 4	...	...	34	0 11	28	6 2
13	...	...	...	...	...	721	2 0	128	13 6	...	...	55	7 6	45	9 0
14	...	...	...	8	0	610	5 4	80	4 6	...	...	46	15 2	40	12 4
35	...	...	...	...	...	590	4 0	260	11 0	...	...	17	14 2	9	15 9
46	...	...	...	4	0	701	14 0	156	6 6	...	...	16	11 4	12	15 9
283	...	...	...	1	2	8,987	9 3	1,630	7 8	...	...				
1,423	...	...	...	5	6	51,835	15 6	19,803	0 9	...	...				

J. GARRETT,  
Director of Public Instruction.





	1	2	3	4	5	6	7	8	9
District.	NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls Monthly.	Average Number of Pupils attending school.
				Hindus.	Mahomedans.	Others.	Total.		
BANGALORE.	LOWER CLASS.								
	Kannarese.								
	Talook School ...	Magadi ...	1863	68	1	...	69	48	34
	Do ...	Devanahalli ...	1864	30	...	...	30	26	25
	Do ...	Channanaputna ...	1865	70	3	...	73	61	54
	Do ...	Doddla Ballapura ...	1866	120	...	...	120	115	110
	Do ...	Hosakote ...	1866	37	4	...	41	38	30
	Do ...	Sarjapura ...	1867	51	9	...	60	56	50
	Do ...	Yelahanka ...	1867	30	...	...	30	30	24
	Do ...	Closepote ...	1869	43	2	...	50	47	46
KOLAR.	Do ...	Nelamangala ...	1869	89	12	1	102	56	50
				543	31	1	575	475	425
	Talook School (Telugu & Kannarese.)	Chintamani ...	1863	73	12	...	85	69	60
	Do ...	Mulabagalu ...	1864	65	6	...	71	71	53
	Do ...	Kolar ...	1863	40	1	1	42	40	39
	Do ...	Srinivaspura ...	1865	51	3	...	54	47	38
	Do ...	Chikka Ballapura ...	1864	66	1	...	67	45	43
	Do ...	Siddaghatta ...	1865	14	...	...	14	14	14
	Do ...	Goribidanuru ...	1867	28	...	...	28	28	27
	Do ...	Narasapura ...	1867	30	7	...	37	35	30
TOOMKOOB.	Do ...	Bagepalli ...	1869	16	...	...	16	15	14
	Do ...	Gudibanda ...	1869	39	4	9	52	50	46
				422	34	10	466	414	362
	Talook School	Toomkoor ...	1852	81	9	...	90	76	68
	Do ...	Chikkanayakanahalli ...	1863	17	2	...	19	14	12
	Do ...	Maddur ...	1865	54	19	...	73	29	26
	Do ...	Tipaturu ...	1868	12	2	...	14	14	14
	Do ...	Sira ...	1866	18	3	...	21	20	18
	Do ...	Turivekere ...	1867	21	2	...	23	14	12
	Do ...	Koratagere ...	1867	34	2	...	36	33	28
TOOMKOOB.	Do ...	Huliyurdurga ...	1869	34	...	...	34	33	28
	Do ...	Kadaba ...	1870	25	...	...	25	19	16
				296	39	...	335	252	207



A 10 B 10 C 10 D				22	23	24	25	26	
Number of Pupils on the Roll studying in each language at the end of the year.				Difference.			Annual Cost of educating each Pupil.		REMARKS.
English.	Kanarese.	Hindustani.	Telugu.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Govt.	
...	68	...	...	467	0 0	65 0 0	9 11 8	8 6 0	
...	30	...	...	500	0 0	36 5 10	19 8 8	17 14 6	
...	73	...	...	260	0 0	44 8 0	4 4 2	3 8 6	
...	120	...	...	596	0 0	171 12 5	5 2 11	3 11 0	
...	41	...	...	562	0 0	37 3 4	15 9 9	14 9 2	
...	60	...	...	424	0 0	56 8 0	7 9 1	6 9 0	
...	30	...	...	276	0 0	40 7 7	9 3 2	7 13 7	
...	50	...	...	342	0 0	65 5 0	7 5 4	5 14 2	
...	102	...	...	259	3 1	61 5 0	4 10 0	3 8 6	
...	574	...	...	686	3 1	578 7 2	...	...	
...	85	...	32	872	2 0	75 11 6	12 10 2	11 8 8	
...	36	...	35	492	0 0	55 8 8	6 14 10	6 2 4	
...	42	...	...	252	0 0	55 2 7	6 4 9	4 14 8	
...	54	...	...	428	4 0	44 8 0	9 1 9	8 2 3	
...	67	...	...	336	0 0	89 1 9	7 7 5	5 7 9	
...	14	...	...	330	0 0	28 10 3	23 9 1	21 8 4	
...	28	...	...	322	11 0	49 12 6	11 8 4	9 12 0	
...	37	...	...	378	0 0	46 15 6	10 12 9	9 7 3	
...	16	...	...	344	12 0	38 5 10	22 15 8	20 6 9	
...	52	...	...	182	0 0	21 10 0	3 10 2	3 3 3	
...	431	...	67	937	13 0	505 6 7	...	...	
...	90	...	...	489	4 0	92 12 6	6 7 0	5 3 5	
...	19	...	...	175	6 0	34 3 6	12 8 5	10 2 5	
...	73	...	...	426	0 0	96 15 8	14 11 0	11 5 6	
...	14	...	...	360	0 0	16 6 8	25 11 5	24 8 7	
...	21	...	...	336	0 0	28 4 0	16 12 9	15 5 7	
...	23	...	...	358	14 0	53 12 6	25 10 2	21 12 8	
...	36	...	...	364	0 0	47 3 5	11 0 6	9 9 7	
...	34	...	...	301	5 10	25 13 2	9 2 1	8 5 7	
...	25	...	...	117	1 6	28 13 6	6 2 7	4 10 2	
...	335	...	...	927	15 4	424 4 11	...	...	

1	2	3	4	5	6	7	8	9
OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls Monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
ol ...	Mysore ...	1855	86	1	...	87	66	49
...	Nanjanagudu ...	1868	37	5	...	42	39	30
...	Yedatore ...	1868	20	...	...	20	19	18
...	Narasipura (Talakadu)...	1868	22	...	...	22	20	19
...	Mandya ...	1869	42	...	...	42	26	26
...	Madduru ...	1869	27	1	...	28	28	25
...	Sarguru ...	1869	30	...	...	30	29	28
...	Chamarajanagara ...	1869	26	...	...	26	26	21
...	Gundlupete ...	1869	46	...	...	46	42	40
			336	7	...	343	295	256
ol ...	Sakalespura ...	1863	15	...	...	15	13	11
...	Beluru ...	1865	29	3	...	32	30	29
...	Narasipura ...	1864	42	1	...	43	36	23
...	Arakalagudu ...	1865	46	4	...	50	48	48
...	Harasahalli ...	1868	8	...	...	8	7	7
...	Nagamangala ...	1869	18	...	...	18	16	15
...	Attikuppa ...	1869	31	1	...	32	30	29
			189	9	...	198	180	162

10 A	10 B	21	22	23	24	25	26	
Number of Pupils studying in each during the year, end of				Difference.		Annual Cost of educating each Pupil.		REMARKS.
English.	Kanarese.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Govt.	
...	87	...	480	48	14 0	7	4 4	6 8 6
...	42	12 8 0	288	64	0 3	7	6 4	5 12 1
...	20	12 8 0	324	33	9 1	17	1 3	15 5 0
...	22	18 12 0	324	52	9 11	16	3 9	13 9 8
...	42	15 4 0	279	67	1 1	10	11 10	8 2 7
...	28	10 14 0	286	33	10 8	10	3 11	9 0 8
...	30	15 13 6	291	58	3 11	10	1 0	8 0 4
...	26	...	82	39	0 0	3	2 8	1 10 8
...	46	...	15	2	6 0	0	5 8	0 4 7
...	343	85 11 6	2,373	399	6 11	...	...	...
...	15	8 4 0	314	17	3 0	24	2 9	22 13 7
...	32	...	579	56	7 3	19	4 9	17 6 8
...	43	15 8 0	337	24	0 0	9	6 0	8 11 4
...	30	17 2 0	306	41	12 0	6	6 0	5 8 1
...	8	...	312	18	11 0	...	...	...
...	18	7 8 0	307	38	0 0	19	3 6	16 13 6
...	32	8 0 0	190	47	5 0	6	5 4	4 11 1
...	198	56 6 0	2,346	243	6 3	...	...	...

		2	3	4	5	6	7	8	9
INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls Monthly.	Average Number of Pupils attending daily.	
			Hindus.	Mahomedans.	Others.	Total.			
CLASS.	AGE.								
...	...	Sagara ...	1865	42	8	...	50	44	34
...	...	Shikaripura ...	1865	26	6	...	32	30	24
...	...	Chennagiri ...	1866	42	3	...	45	40	36
...	...	Hole Honnuru ...	1867	38	...	1	39	39	32
...	...	Shimoga ...	1864	80	...	...	80	55	53
...	...	Nyamti ...	1869	63	5	...	68	57	45
				291	22	1	314	265	224
...	...	Banavara ...	1865	40	8	...	48	31	20
...	...	Kadoor ...	1865	36	...	...	36	30	27
...	...	Biruru ...	1867	40	...	...	40	31	30
...	...	Tarikere ...	1867	43	...	...	43	35	28
...	...	Chikkamagaluru ...	1865	5	1	...	6	5	6
...	...	Sakrepatna ...	1869	26	...	...	26	14	20
...	...	Yedahalli ...	1870	27	2	...	29	26	20
				217	11	...	228	182	149
...	...	Chitaldroog ...	1865	20	2	...	22	20	20
...	...	Harihara ...	1865	40	2	...	42	21	18
...	...	Hosadurga ...	1866	32	7	...	39	23	31
...	...	Pavagada ...	1866	25	5	...	30	22	16
...	...	Davanagere ...	1868	44	6	...	50	50	45
...	...	Huliyara ...	1869	38	3	...	41	39	38
...	...	Molakalumuru ...	1869	15	...	...	15	14	12
...	...	Jagaluru ...	1869	17	...	...	17	15	12
				231	25	...	256	204	190
...	...	Toomkoor... ..	1863	...	62	...	62	58	44
...	...	Mysore ...	1855	...	13	...	13	12	10
...	...	Kolar ...	1865	...	70	...	70	65	5
...	...	Chitaldroog ...	1867	2	18	...	20	16	15
				2	163	...	165	152	124
Grand Total.....				2,527	341	12	2,880	2,419	2,100

10 A		10 B		21		22		23		24		25		26					
Number of Pupils during the year. studying in each end of								Difference.				Annual Cost of educating each Pupil.				REMARKS.			
English.		Kanarese.		Extraordinary.		Total.		Excess of Receipts over Charges.		Excess of Charges over Receipts.		Total Cost.		Cost to Govt.					
...	...	50	...	...	...	459	0 0	84	14 8	...	...	10	6 11	8	8 0	...	...		
...	...	32	...	11	2 0	354	7 3	63	8 3	...	...	11	13 0	9	11 2	...	...		
...	...	45	...	...	...	454	0 0	69	6 3	...	...	11	5 7	9	9 10	...	...		
...	...	39	...	...	...	504	0 0	51	9 10	...	...	12	14 9	11	9 7	...	...		
...	...	80	...	...	...	222	11 4	113	7 0	...	...	4	0 7	1	15 9	...	...		
...	...	68	...	22	8 0	388	8 0	66	3 4	...	...	6	13 1	5	10 6	...	...		
...	...	314	...	33	10 0	2,382	10 7	449	1 4	...	...	...	...	...	...	...	...		
...	...	48	...	44	8 0	476	8 0	47	6 10	...	...	15	5 11	13	13 5	...	...		
...	...	36	...	13	4 0	371	4 0	50	7 3	...	...	12	6 0	10	11 1	...	...		
...	...	40	...	...	...	432	0 0	57	8 6	...	...	13	14 5	12	1 3	...	...		
...	...	43	...	...	...	336	0 0	44	10 6	...	...	9	9 7	8	5 2	...	...		
...	...	6	...	...	...	258	0 0	28	4 0	...	...	...	...	...	...	...	...		
...	...	26	...	22	8 0	298	8 0	46	8 11	...	...	12	7 0	10	7 11	...	...		
...	...	29	...	15	0 0	64	6 2	23	0 6	...	...	2	7 7	1	9 5	...	...		
...	...	228	...	95	4 0	2,236	10 2	297	14 6	...	...	...	...	...	...	...	...		
...	...	22	...	...	...	180	0 0	48	14 0	...	...	9	0 0	6	9 8	...	...		
...	...	42	...	21	6 0	213	6 0	37	8 6	...	...	10	2 6	8	5 11	...	...		
...	...	39	...	34	0 0	406	0 0	57	12 5	...	...	17	10 5	15	2 2	...	...		
...	...	30	...	102	14 6	378	14 6	36	15 10	...	...	17	3 6	15	8 8	...	...		
...	...	50	...	20	4 0	391	3 9	87	4 8	...	...	7	13 2	6	1 3	...	...		
...	...	41	...	...	...	306	0 0	40	1 11	...	...	7	13 5	6	12 10	...	...		
...	...	15	...	21	4 0	333	4 0	38	12 9	...	...	23	12 10	21	0 6	...	...		
...	...	17	...	19	14 0	111	14 0	21	11 6	...	...	7	7 4	6	0 2	...	...		
...	...	256	...	219	10 6	2,320	10 3	369	1 7	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	251	1 7	58	14 0	...	...	4	5 3	3	5 0	...	...		
...	...	...	...	...	...	120	0 0	9	7 0	...	...	9	3 8	8	8 1	...	...		
...	...	...	...	...	...	487	0 0	71	14 10	...	...	7	7 10	6	6 2	...	...		
...	...	...	...	...	...	180	0 0	20	7 0	...	...	11	4 0	9	15 6	...	...		
...	...	...	...	...	...	1,038	1 7	160	10 10	...	...	...	...	...	...	...	...		
...	...	2,679	...	1,541	11 0	23,249	8 0	3,427	12 1	...	...	...	...	...	...	...	...		

**J. GARRETT,**  
*Director of Public Instruction.*





1	2	3	4	5	6	7	8	9
NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
Hindu Girls' School ...	Bangalore ...	1868	40	...	...	40	38	33
" " " ...	Chintamani ...	1868	35	...	...	35	30	28
" " " ...	Srinivaspura ...	1868	18	...	...	18	16	17
" " " ...	Magadi ...	1869	28	...	...	28	28	22
" " " ...	Hassan ...	1870	15	...	...	15	15	15
		Total...	136	...	...	136	127	115

General Normal School.	...Bangalore ...	1861	34	14	1	49	48	41
Hobli Normal School ...	...Nandidroog Division ...	1868	147	...	...	147	147	147
Do do ...	...Ashtagram Division ...	1868	81	...	...	81	81	81
Do do ...	...Nagar Division ...	1868	66	...	...	66	66	66
Engineering School ...	...Bangalore ...	1860	15	...	7	22	31	30
		Total...	343	14	8	365	373	365

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
NANDIDROOG, 24th May 1870.



10 A	10 B	10 C	10 D	23	24	25	26	
Number of Pupils on the studying in each language at of the year.				Difference.		Annual Cost of educating each Pupil.		REMARKS.
English.	Kanarese.	Hindustani.	Telugu.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
...	40	...	...	24	9 0	...	13	The Head Master of the Kanarese Boys' School at Hassan had tempo- rary charge of the school from the 15th of March 1870.
...	35	...	...	...	...	...	10	
...	18	...	...	...	...	...	21	
...	28	...	...	...	...	...	6	
...	15	...	...	...	...	...	3	
...	136	...	...	24	9 0	...	10	
...	...	...	...	...	...	...	6	
...	...	...	...	...	...	...	8	
...	...	...	...	...	...	...	21	
...	...	...	...	...	...	...	6	
...	...	...	...	...	...	...	7	

11	24	14	...	...	...	...	100	0 3	100	0 3
...	147	...	...	...	...	...	28	6 9	28	6 9
...	81	...	...	...	...	...	23	6 6	23	6 6
...	66	...	...	...	...	...	25	3 6	25	3 6
22	...	...	...	385	8 0	...	168	9 3	156	2 11
33	318	14	...	385	8 0	...	...	...	...	...

J. GARRETT,  
Director of Public Instruction.





No.  
INSTITUTIONS FOR  
GOVERNMENT  
*Annual Return for the year*

1	2	3	4
Number. District.	TALOOK.	HOBLI.	Village in which School is established.
NANDIEDROOG DIVISION.			
1	Hosakote ...	Gubbi ...	Bidurhalli ...
2	Do ...	Hulluru ...	Hulluru ...
3	Do ...	Kadgodri ...	Kadgodri ...
4	Do ...	Sulibele ...	Sulibele ...
5	Do ...	Vagatta ...	Vagatta ...
6	Do ...	Hosakote ...	Lakkondahalli ...
7	Do ...	Nandagudi ...	Hindiganalu ...
8	Devanahalli ...	Budigere ...	Budigere ...
9	Do ...	Jangamakote ...	Jangamakote ...
10	Do ...	Vadigenahalli ...	Maluru ...
11	Do ...	Kallahalli ...	Kyalanuru ...
12	Do ...	Channarayapatna ...	Channarayapatna ...
13	Do ...	Kundana ...	Kundana ...
14	Dodda Ballapura ...	Rajagatta ...	Rajagatta ...
15	Do ...	Hulikunte ...	Chikka Belavangala ...
16	Do ...	Tubagere ...	Tubagere ...
17	Do ...	Tippuru ...	Hanabe ...
18	Do ...	Kodihalli ...	Marasandra ...
19	Do ...	Honnava ...	Honnava ...
20	Nelamangala ...	Beguru ...	Beguru ...
21	Do ...	Mailanahalli ...	Hesaragatta ...
22	Do ...	Tyamagondal ...	Billanakote ...
23	Do ...	Sondekoppa ...	Mantalu ...
24	Do ...	Dodda Bele ...	Dodda Bele ...
25	Sariapura ...	Beguru ...	Beguru ...
26	Do ...	Warturu ...	Gajanuru ...
27	Do ...	Mugalugere ...	Mugalugere ...
28	Yelahanka ...	Jala ...	Bettahalasuru ...
29	Do ...	Krishnarajapura ...	Krishnarajapura ...
30	Do ...	Yelahanka ...	Banavara ...
31	Bangalore ...	Agara ...	Agara ...
32	Do ...	Yeshavantapura ...	Hebbala ...
33	Anekallu ...	Attibele ...	Attibele ...
34	Do ...	Anekallu ...	Jigani ...
35	Magadi ...	Kuduru ...	Kuduru ...
36	Closepate ...	Makali ...	Jalavangala ...
37	Kengeri ...	Kengeri ...	Kengeri ...
38	Do ...	Tavarekere ...	Tavarekere ...
39	Channapatna ...	Channapatna ...	Mailayakanahalli ...

4.  
**GENERAL EDUCATION.**  
**GOBLI SCHOOLS.**  
*ending 31st March 1869—70.*

5	6	7	8	9	10	11	12	13	
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
May 1869	22	...	...	22	22	22	...	75 14 0	
Do	10	...	...	10	10	10	...	75 14 0	
Do	26	...	...	26	26	26	...	65 6 0	
Do	30	...	...	30	30	30	...	75 14 0	
Do	29	...	...	29	29	29	...	75 14 0	
November 1869	20	...	...	20	20	20	...	35 0 0	
October 1869	42	...	...	42	42	42	...	41 11 9	
May 1869	71	...	...	71	71	71	...	75 13 11	
Do	35	...	...	35	35	35	...	75 14 0	
Do	29	...	...	29	29	29	...	75 14 0	
Do	30	...	...	30	30	30	...	75 14 0	
Do	15	...	...	15	15	15	...	75 14 0	
Do	16	...	...	16	16	16	...	75 13 11	
Do	20	...	...	20	20	20	...	75 13 11	
Do	26	...	...	26	26	26	...	75 14 0	
October 1869	18	...	...	18	18	18	...	45 11 8	
Do	25	...	...	25	25	25	...	35 5 6	
Do	31	...	...	31	31	31	...	45 11 8	
March 1870	18	...	...	18	18	18	...	...	
September 1869	31	...	...	31	31	31	...	75 13 10	
July 1869	23	...	...	23	23	23	...	59 11 8	
May 1869	24	...	...	24	24	24	...	75 13 10	
October 1869	30	...	...	30	30	30	...	45 11 8	
September 1869	32	...	...	32	32	32	...	45 11 8	
May 1869	26	...	...	26	26	26	...	75 13 8	
March 1870	18	...	...	18	18	18	...	...	
Do	19	...	...	19	19	19	...	...	
May 1869	32	...	...	32	32	32	...	75 11 0	
Do	15	...	...	15	15	15	...	75 11 0	
September 1869	22	...	...	22	22	22	...	45 11 8	
October 1869	28	...	...	28	28	28	...	45 11 8	
Do	19	...	...	19	19	19	...	45 11 8	
May 1869	41	...	...	41	41	41	...	75 13 11	
March 1870	20	...	...	20	20	20	...	...	
September 1869	44	...	...	44	44	44	...	45 13 11	
May 1869	28	...	...	28	28	28	...	75 13 11	
Do	51	...	...	51	51	51	...	75 13 9	
Do	20	...	...	20	20	20	...	75 14 0	
March 1870	18	...	...	18	18	18	...	...	
	1,504	...	...	1,504	1,504	1,504	...	2,196 12	

No. 4  
INSTITUTIONS FOR  
GOVERNMENT  
*Annual Return for the year*

1	2	3	4
Number.	District.	TALOOK.	HOBLY.
			Village in which School is established.
40	Kolar District	Kolar ...	Utturu ...
41		Do ...	Harati ...
42		Do ...	Vakaleri ...
43		Do ...	Muduvadi ...
44		Do ...	Sugaturu ...
45		Do ...	Holuru ...
46		Do ...	Vemagallu ...
47		Do ...	Kolar ...
48		Betmangala ...	Budikote ...
49		Do ...	Dasarahosalli ...
50		Do ...	Betmangala ...
51		Do ...	Kamasandra ...
52		Do ...	Ramasagara ...
53		Do ...	Kyasamballi ...
54		Do ...	Sulikunte ...
55		Do ...	Tayaluru ...
56		Maluru ...	Maluru ...
57		Do ...	Tyakallu ...
58		Do ...	Kudinuru ...
59		Do ...	Hulibele ...
60		Do ...	Narasapura ...
61		Do ...	Hulidenahalli ...
62		Do ...	Masti ...
63		Do ...	Lakkuru ...
64		Srinivasapura ...	Yaladuru ...
65		Do ...	Srinivasapura ...
66		Do ...	Adagallu ...
67		Do ...	Nambihalli ...
68		Do ...	Ronuru ...
69		Do ...	Dalasanuru ...
70		Do ...	Somayajalapalli ...
71		Do ...	Nelavanki ...
72		Sidlaghatta ...	Chilakalanerpu ...
73		Do ...	Munganahalli ...
74		Do ...	Basettihalli ...
75		Do ...	Sodali ...
76		Do ...	Malur ...
77		Do ...	Koralaparti ...
78		Do ...	Sidlaghatta ...
79		Do ...	Pagatarahalli ...
80		Ambajidurga ...	Keivara ...
81		Do ...	Kuruburu ...
82		Do ...	Muragamale ...
			Devarayasamudra ...
			Chamarahalli ...
			Vakaleri ...
			Muduvadi ...
			Sugaturu ...
			Holuru ...
			Vemagallu ...
			Kam'denahalli ...
			Budikote ...
			Uruga ...
			Betmangala ...
			Kamasandra ...
			Sandrapalya ...
			Kyasamballi ...
			Sulikunte ...
			Tayaluru ...
			Maluru ...
			Tyakallu ...
			Kudinuru ...
			Koppa ...
			Sivarapatna ...
			Hulidenahalli ...
			Masti ...
			Lakkuru ...
			Yaladuru ...
			Nagadenahalli ...
			Adagallu ...
			Chaldiganahalli ...
			Ronuru ...
			Dalasanuru ...
			Somayajalapalli ...
			Nelavanki ...
			Chilakalanerpu ...
			Munganahalli ...
			Kethalli ...
			Timmasandra ...
			Kundalagurki ...
			Papattimmanahalli ...
			Ganjigunte ...
			Malamschinahalli ...
			Keivara ...
			Anuru ...
			Muragamale ...

(Continued.)

GENERAL EDUCATION.

HOBLI SCHOOLS.

ending 31st March 1869—70.

5	6	7	8	9	10	11	12	13	
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
February 1869	12	...	...	12	12	12	...	84	0 0
May 1869	22	...	...	22	22	22	...	82	0 0
Do	18	...	...	18	18	18	...	74	4 3
Do	20	...	...	20	20	20	...	77	0 0
February 1869	18	...	...	18	18	18	...	84	0 0
Do	11	...	...	11	11	11	...	84	0 0
May 1869	15	...	...	15	15	15	...	77	0 0
October 1869	14	...	...	14	14	14	...	38	8 0
May 1869	14	...	...	14	14	14	...	72	0 0
February 1869	11	...	...	11	11	11	...	84	0 0
June 1869	9	...	...	9	9	9	...	70	0 0
October 1869	18	...	...	18	18	18	...	45	8 0
Do	20	...	...	20	20	20	...	38	11 8
February 1869	11	...	...	11	11	11	...	84	0 0
May 1869	25	...	...	25	25	25	...	82	0 0
February 1869	29	...	...	29	29	29	...	84	0 0
May 1869	32	...	...	32	32	32	...	77	0 0
Do	12	...	...	12	12	12	...	77	0 0
Do	25	...	...	25	25	25	...	77	0 0
February 1869	23	...	...	23	23	23	...	84	0 0
May 1869	27	...	...	27	27	27	...	70	0 0
February 1869	19	...	...	19	19	19	...	84	0 0
April 1869	24	...	...	24	24	24	...	77	0 0
February 1869	48	...	...	48	48	48	...	84	0 0
Do	20	...	...	20	20	20	...	84	0 0
November 1869	15	...	...	15	15	15	...	45	11 9
October 1869	25	...	...	25	25	25	...	42	0 0
February 1869	25	...	...	25	25	25	...	84	0 0
October 1869	15	...	...	15	15	15	...	45	0 0
May 1869	25	...	...	25	25	25	...	77	0 0
Do	17	...	...	17	17	17	...	77	0 0
October 1869	16	...	...	16	16	16	...	42	0 0
February 1869	14	...	...	14	14	14	...	84	0 0
October 1869	12	...	...	12	12	12	...	45	8 0
Do	20	...	...	20	20	20	...	45	8 0
Do	16	...	...	16	16	16	...	45	8 0
November 1869	14	...	...	14	14	14	...	45	8 0
October 1869	17	...	...	17	17	17	...	45	8 0
March 1870	20	...	...	20	20	20	...	...	...
Do	16	...	...	16	16	16	...	...	...
February 1869	25	...	...	25	25	25	...	84	0 0
January 1869	9	...	...	9	9	9	...	84	0 0
April 1869	36	...	...	36	36	36	...	77	0 0

No. 4  
INSTITUTIONS FOR  
GOVERNMENT  
*Annual Return for the year*

1	2	3	4
Number.	District.	TALOOK.	HORLI.
			Village in which School is established.
83	KOLAR DISTRICT.	Ambajidurga ...	Ambajidurga ...
84		Do ...	Irrampalli ...
85		Do ...	Chintamani ...
86		Chikka Ballapura	Avati ...
87		Do ...	Nandi ...
88		Do ...	Manchinabele ...
89		Do ...	Perasandra ...
90		Do ...	Purnasagara ...
91		Do ...	Manchenahalli ...
92		Mulabagalu ...	Duggasandra ...
93		Do ...	Nangali ...
94		Do ...	Avani ...
95		Do ...	Uttunuru ...
96		Do ...	Bairakuru ...
97		Do ...	Mailanayakanahalli ...
98		Do ...	Mulabagalu ...
99		Gudibanda ...	Somenahalli ...
100		Do ...	Hampasandra ...
101		Do ...	Madikallu ...
102		Do ...	Darinayakanapalya ...
103	TOOMKOO DISTRICT.	Gumanayakanapalya	Mittenari ...
104		Do ...	Cheluru ...
105		Do ...	Chakavalli ...
106		Do ...	Guluru ...
107		Do ...	Yellampalli ...
108		Goribidanuru ...	Hosuru ...
109		Toomkoo ...	Toomkoo ...
110		Do ...	Uradigere ...
111		Do ...	Guluru ...
112		Do ...	Honnudike ...
113	TOOMKOO DISTRICT.	Do ...	Kora ...
114		Do ...	Bellavi ...
115		Do ...	Cheluru ...
116		Turivekere	Hichanuru ...
117		Do ...	Nonavinakere ...
118		Do ...	Dandinasivara ...
119		Do ...	Turivekere ...
120		Maddagiri ...	Puravara ...
121		Do ...	Itikadibbanahalli ...
122		Do ...	Maddagiri ...
			Ganjalagunte ...



*Continued.)*

# GENERAL EDUCATION.

DELI SCHOOLS.

ending 31st March 1869—70.

5	6	7	8	9	10	11	12	13	
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
April 1869	16			16	16	16		75 0 0	
Do	26			26	26	26		77 0 0	
February 1869	20			20	20	20		84 0 0	
Do	36			36	36	36		84 0 0	
Do	20			20	20	20		84 0 0	
April 1869	29			29	29	29		77 0 0	
October 1869	30			30	30	30		45 11 9	
Do	12			12	12	12		45 11 9	
March 1870	18			18	18	18			
February 1870	11			11	11	11		84 0 0	
Do	12			12	12	12		46 10 9	
October 1869	18			18	18	18		66 0 0	
May 1869	16			16	16	16		77 0 0	
March 1870	18			18	18	18			
Do	20			20	20	20			
Do	16			16	16	16			
May 1869	18			18	18	18		77 0 0	
February 1869	20			20	20	20		84 0 0	
March 1870	18			18	18	18			
Do	20			20	20	20			
October 1869	40			40	40	40		45 1 8	
Do	18			18	18	18		45 8 0	
March 1870	15			15	15	15			
Do	20			20	20	20			
Do	20			20	20	20			
Do	20			20	20	20			
	1,361			1,361	1,361	1,361		3,941 15 7	
May 1869	24			24	24	24		75 13 11	
Do	36			36	36	36		75 13 11	
Do	50			50	50	50		75 13 11	
March 1869	22			22	22	22		84 0 0	
Do	17			17	17	17		84 0 0	
September 1869	80			80	80	80		45 8 0	
March 1870	30			30	30	30		2 4 1	
May 1869	33			33	33	33		75 13 11	
March 1870	20			20	20	20		2 4 1	
May 1869	30			30	30	30		75 13 11	
March 1870	20			20	20	20		2 4 1	
May 1869	11			11	11	11		75 13 11	
Do	18			18	18	18		75 13 11	
September 1869	35			35	35	35		45 8 0	

No. 4  
INSTITUTIONS FOR  
GOVERNMENT  
*Annual Return for the year*

1	2	3	4
Number.	District.	TALOOK.	HOBLI.
			Village in which School is established.
123	TUMKOOOR DIST.	Maddagiri ...	Dodderi ...
124		Sira ...	Hosuru ...
125		Do ...	Baraguru ...
126		Do ...	Chikkanayakanahalli ...
127		Do ...	Hulikunte ...
128		Chikkanayakanahalli ...	Hagalavadi ...
129		Kunigallu ...	Nagasandra ...
130		Honnnavalli ...	Madihalli ...
131		Kudaba ...	Ariyuru ...
		ASHTAGRAM DIVISION	
132	MYSORE DIST.	Mysore ...	Paduvarahalli ...
133		Do ...	Hinikallu ...
134		Do ...	Ilavala ...
135		Do ...	Sagarakatte ...
136		Do ...	Sollepura ...
137		Do ...	Airavalli ...
138		Patna Ashtagram ...	Kyatanahalli ...
139		Do ...	Haravu ...
140		Do ...	Hirode ...
141		Do ...	Arikere ...
142		Do ...	Bannuru ...
143		Do ...	Tirumalasagara ...
144		Do ...	Kallukuni ...
145		Mandya ...	Satanuru ...
146		Do ...	Holalu ...
147		Do ...	Mudugunduru ...
148		Do ...	Muttigere ...
149		Do ...	Basaralu ...
150		Yadatore ...	Tippuru ...
151		Do ...	Bvadrahalli ...
152		Do ...	Haradanahalli ...
153		Do ...	Saligrama ...
154		Do ...	Mirle ...
155	CHAMARAJANAGARA DIST.	Chamarajanagara ...	Ramasamudra ...
156		Do ...	Saraguru ...
157		Do ...	Homma ...
158		Do ...	Bagali ...
159		Do ...	Karva ...
160		Nanjawagudu ...	Badanakuppe ...

(Continued.)

# GENERAL EDUCATION.

## HOBBI SCHOOLS.

ending 31st March 1869—70.

5	6	7	8	9	10	11	12	13	
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
March 1870	20	...	...	20	20	20	...	2	4 1
March 1869	50	...	...	50	50	50	...	84	0 0
Do	25	...	...	25	25	25	...	84	0 0
May 1869	48	...	...	48	48	48	...	77	1 8
March 1870	20	...	...	20	20	20	...	77	4 1
March 1869	50	...	...	50	50	50	...	84	0 0
Do	39	...	...	39	39	39	...	84	0 0
September 1869	20	...	...	20	20	20	...	45	8 0
March 1870	15	...	...	15	15	15	...	2	4 1
	713	...	...	713	713	173	...	1,261	3 7
February 1870	21	...	...	21	21	21	...	6	8 9
May 1869	12	...	...	12	12	12	...	73	2 7
December 1869	16	...	...	16	16	16	...	22	9 0
April 1869	10	...	...	10	10	10	...	75	13 11
December 1869	28	...	...	28	28	28	...	22	2 1
February 1870	15	...	...	15	15	15	...	8	8 0
February 1869	42	...	...	42	42	42	...	84	0 0
May 1869	23	...	...	23	23	23	...	75	10 3
October 1869	41	...	...	41	41	41	...	42	0 0
May 1869	18	...	...	18	18	18	...	75	10 3
April 1869	20	...	...	20	20	20	...	77	14 11
December 1869	19	...	...	19	19	19	...	28	0 0
Do	10	...	...	10	10	10	...	28	0 0
May 1869	36	...	...	36	36	36	...	77	0 0
December 1869	19	...	...	19	19	19	...	15	5 8
February 1869	32	...	...	32	32	32	...	84	0 0
Do	14	...	...	14	14	14	...	84	0 0
Do	28	...	...	28	28	28	...	84	0 0
February 1870	8	...	...	8	8	8	...	14	0 0
Do	41	...	...	41	41	41	...	84	0 0
April 1869	16	...	...	16	16	16	...	77	14 11
Do	43	...	...	43	43	43	...	77	14 11
February 1869	34	...	...	34	34	34	...	84	0 0
April 1869	18	...	...	18	18	18	...	77	14 11
February 1869	29	...	...	29	29	29	...	84	0 0
February 1870	12	...	...	12	12	12	...	14	0 0
April 1869	23	...	...	23	23	23	...	77	14 11
February 1870	15	...	...	15	15	15	...	14	0 0
February 1869	18	...	...	18	18	18	...	84	0 0

No. 4  
INSTITUTIONS FOR  
GOVERNMENT  
*Annual Return for the year*

1	2	3	4
Number.	TALOOK.	HOBLI.	Village in which School is established.
	District.		
	Mysore District.		
161	Nanjanagudu ...	Hedatole ...	Hedatole ...
162	Do ...	Hura ...	Haginavahu ...
163	Do ...	Kalale ...	Kalale ...
164	Mysore Ashtagram ...	Palahalli ...	Palahalli ...
165	Do ...	Belagula ...	Belagula ...
166	Do ...	Chandugala ...	Chandugala ...
167	Talakadu ...	Talakadu ...	Talakadu ...
168	Do ...	Muguru ...	Muguru ...
169	Gundlupete ...	Haradanahalli ...	Haradanahalli ...
170	Do ...	Tirukanambi ...	Tirukanambi ...
171	Madduru ...	Tippuru ...	Hondalagere ...
172	Mallavalli ...	Kirugavahu ...	Kirugavahu ...
173	Yalanduru ...	Madduru ...	Madduru ...
174	Heggadadevanakote ...	Antarasante ...	Marali ...
175	Periyapatna ...	Periyapatna ...	Periyapatna ...
176	Patna Ashtagram ...	Seringapatam ...	Seringapatam ...
	Hassan District.		
177	Hassan ...	Saligame ...	Saligami ...
178	Do ...	Madihalli ...	Madihalli ...
179	Do ...	Hassan ...	Buvanahalli ...
180	Do ...	Grams ...	Grams ...
181	Beluru ...	Norwe ...	Gonibidu ...
182	Do ...	Mailapala ...	Senivarpete ...
183	Do ...	Adagura ...	Adagura ...
184	Do ...	Andale ...	Haltore ...
185	Arakalagudu ...	Hanasoge ...	Hanasoge ...
186	Do ...	Krishnarajakatte ...	Rudrapatna ...
187	Do ...	Konnanuru ...	Konnanuru ...
188	Attikruppa ...	Santheshahalli ...	Santheshahalli ...
189	Do ...	Attikruppa ...	Hosaholu ...
190	Do ...	Sindhughatta ...	Sindhughatta ...
191	Nagamangala ...	Bhimanahalli ...	Devalapura ...
192	Do ...	Mannahalli ...	Chinnervu ...
193	Maharajanadurga ...	Ponnatapura ...	Ponnatapura ...
194	Do ...	Goruru ...	Goruru ...
195	Narsipura ...	Mavinakere ...	Halekote ...
196	Do ...	Madapura ...	Madapura ...
197	Sekalespura ...	Uggehali ...	Uggehali ...

(Continued.)

# GENERAL EDUCATION.

## BOBBI SCHOOLS.

ending 31st March 1869—70.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.		
	Hindus.	Mahomedans.	Others.	Total.		Kanaree.	Telugu.				
February 1870	17	...	...	17	17	17	...	14	0	0	
Do	4	...	...	4	4	4	...	14	0	0	
February 1869	37	...	...	37	37	37	...	84	0	0	
April 1869	21	...	...	21	21	21	...	77	14	11	
May 1869	11	...	...	11	11	11	...	75	10	8	
April 1869	46	...	...	46	46	46	...	77	14	11	
February 1869	30	...	...	30	30	30	...	84	0	0	
May 1869	22	...	...	22	22	22	...	75	10	8	
April 1869	20	...	...	20	20	20	...	77	14	11	
Do	37	...	...	37	37	37	...	77	14	11	
December 1869	30	...	...	30	30	30	...	28	0	0	
May 1869	5	...	...	5	5	5	...	75	10	8	
Do	21	...	...	21	21	21	...	73	6	2	
February 1869	13	...	...	13	13	13	...	84	0	0	
Do	42	...	...	42	42	42	...	84	0	0	
Do	41	...	...	41	41	41	...	84	0	0	
	1,058	...	...	1,058	1,058	1,058	...	2,742	1	8	
March 1869	23	...	...	23	23	23	...	84	0	0	
Do	16	...	...	16	16	16	...	84	0	0	
May 1869	21	...	...	21	21	21	...	73	8	0	
March 1869	29	...	...	29	29	29	...	84	0	0	
Do	18	...	...	18	18	18	...	84	0	0	
Do	29	...	...	29	29	29	...	84	0	0	
Do	14	...	...	14	14	14	...	84	0	0	
May 1869	15	...	...	15	15	15	...	77	14	11	
March 1869	33	...	...	33	33	33	...	84	0	0	
Do	30	...	...	30	30	30	...	84	0	0	
December 1869	38	...	...	38	38	38	...	42	0	0	
March 1869	27	...	...	27	27	27	...	84	0	0	
November 1869	30	...	...	30	30	30	...	42	0	0	
March 1870	26	...	...	26	26	26	...	14	0	0	
March 1869	29	...	...	29	29	29	...	84	0	0	
January 1870	26	...	...	26	26	26	...	28	0	0	
March 1869	23	...	...	23	23	23	...	84	0	0	
February 1870	23	...	...	23	23	23	...	14	0	0	
March 1869	38	...	...	38	38	38	...	84	0	0	
May 1869	21	...	...	21	21	21	...	77	14	11	
March 1869	26	...	...	26	26	26	...	84	0	0	
	535	...	...	535	535	535	...	1,461	5	10	

No. \_\_\_\_\_  
**INSTITUTIONS FOR**  
**GOVERNMENT**  
*Annual Return for the year*

1	2	3	4
Number.	District.	TALOOK.	HOBLI.
			Village in which School is established.
<b>NAGAR DIVISION.</b>			
198	Shimoga	Holehonmuru	Kodamaggi
199	Do	Anaveri	Gudamaghatta
200	Do	Ayanuru	Ayanuru
201	Do	Kudli	Pillangere
202	Do	Gajinuru	Gajinuru
203	Shikaripura	Shikaripura	Beguru
204	Do	Udugani	Siralkoppa
205	Do	Jamburu	Muchadi
206	Do	Mugulagere	Mugulagere
207	Do	Belagavi	Belagavi
208	Chennagiri	Nalluru	Nalluru
209	Do	Hodiggere	Hodiggere
210	Honnali	Kumsi	Kumsi
211	Anantapura	Masaruru	Binnavalli
212	Kavaleedurga	Thirthaballi	Tirthaballi
213	Segara	Talakuppa	Tiruvante
214	Chikkamagaluru	Hiremagaluru	Hiremagaluru
215	Do	Kalaspura	Kalaspura
216	Do	Malaluru	Malaluru
217	Do	Lakke	Lakke
218	Do	Mattavara	Mattavara
219	Do	Karagatta	Karagatta
220	Wastara	Anuru	Anuru
221	Do	Adavalli	Balehonmuru
222	Do	Kadagalanadu	Haravinakere
223	Do	Bidarandadu	Chikkamagaravalli
224	Kadoor	Patnagere	Patnagere
225	Banavara	Javagallu	Javagallu
226	Chitaldroog	Siddavanaballi	Siddavanaballi
227	Do	Chitrahalli	Godabamahal
228	Do	Chitaldroog	Rangappanaballi
229	Do	Turavanuru	Turavanuru
230	Do	Thalya	Thalya
231	Pavagada	Mugadalbetta	Aranikere

(Continued.)

# GENERAL EDUCATION.

HOBLI SCHOOLS.

ending 31st March 1869—70.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.		
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
March 1869	40	...	...	40	40	40	...	84	0	0	
Do	26	...	...	26	26	26	...	84	0	0	
September 1869	37	...	...	37	37	37	...	46	3	2	
March 1870	21	...	...	21	21	21	...	7	0	0	
Do	30	...	...	30	30	30	...	7	0	0	
March 1869	18	...	...	18	18	18	...	84	0	0	
September 1869	39	...	...	39	39	39	...	46	3	2	
Do	19	...	...	19	19	19	...	46	3	2	
March 1870	20	...	...	20	20	20	...	7	0	0	
Do	25	...	...	25	25	25	...	7	0	0	
March 1869	29	...	...	29	29	29	...	84	0	0	
March 1870	20	...	...	20	20	20	...	7	0	0	
March 1869	87	...	...	87	87	87	...	84	0	0	
March 1870	22	...	...	22	22	22	...	7	0	0	
Do	23	...	...	23	23	23	...	7	0	0	
Do	20	...	...	20	20	20	...	7	0	0	
	476	...	...	476	476	476	...	614	9	6	
March 1869	30	...	...	30	30	30	...	79	14	11	
Do	29	...	...	29	29	29	...	79	14	11	
Do	22	...	...	22	22	22	...	79	14	11	
Do	22	...	...	22	22	22	...	79	14	11	
Do	31	...	...	31	31	31	...	79	14	11	
November 1869	33	...	...	33	33	33	...	21	0	0	
January 1870	13	...	...	13	13	13	...	44	15	0	
March 1869	14	...	...	14	14	14	...	16	15	0	
September 1869	25	...	...	25	25	25	...	26	13	2	
March 1870	15	...	...	15	15	15	...	...	...	...	
March 1869	13	...	...	13	13	13	...	79	14	11	
Do	15	...	...	15	15	15	...	65	14	11	
	262	...	...	262	262	262	...	655	3	7	
April 1869	37	...	...	37	37	37	...	84	0	0	
Do	36	...	...	36	36	36	...	84	0	0	
Do	31	...	...	31	31	31	...	84	0	0	
September 1869	25	...	...	25	25	25	...	46	3	2	
March 1870	18	...	...	18	18	18	...	...	...	...	
April 1869	30	...	...	30	30	30	...	84	0	0	

No. \_\_\_\_\_  
**INSTITUTIONS**  
**GOVERNMENT**  
*Annual Return for the year*

1	2	3	4
Number.	TALOOK.	HORLI.	Village in which School is established.
District.			
232	Pavagada ...	Nidagallu ...	Nyayadagunte ...
233	Do ...	Pavagada ...	Kannamadi ...
234	Devanagere ...	Maikonda ...	Maikonda ...
235	Do ...	Devanagere ...	Beturu ...
236	Hosadurga ...	Baguru ...	Baguru ...
237	Dadderi ...	Jajuru ...	Jajuru ...
238	Budihalu ...	Huliyara ...	Yelnadu ...
239	Harihara ...	Kondajji ...	Kondajji ...
CHITLIDROOG			

OFFICE OF THE D. P. I.,  
 NANDIDROOG, 24th May 1870.



(Concluded.)

# GENERAL EDUCATION.

HOBLI SCHOOLS.

ending 31st March 1869—70.

5	6	7	8	9	10	11	12	13		
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.	
	Hindus.	Mahomedans.	Others.	Total.		Kannarese.	Telugu.			
April 1869 ...	16	...	...	16	16	16	...	84	0 0	* The average Cost to Government of educating each pupil in the Hobli schools is Rupees 3-5-5 per year.
March 1870 ...	22	...	...	22	22	22	...	...	...	
April 1869 ...	46	...	...	46	46	46	...	84	0 0	
March 1870 ...	19	...	...	19	19	19	...	...	...	
April 1869 ...	41	...	...	41	41	41	...	84	0 0	
April 1869 ...	14	...	...	14	14	14	...	84	0 0	
October 1869 ...	23	...	...	23	23	23	...	39	3 2	
September 1869 ...	20	...	...	20	20	20	...	46	3 2	
	378	...	...	378	378	378	...	803	9 6	
Grand Total...	5,837	...	...	*5,837	5,837	5,837	...	*13,676	2 5	

\* The average Cost to Government of educating each pupil in the Hobli schools is Rupees 3-5-5 per year.

J. GARRETT,

Director of P. Instruction.





1	2	3	4	5	6	7	8	9
NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls Monthly.	Average Number of Pupils attending
			Hindus.	Mahomedans.	Others.	Total.		
<b>HIGHER CLASS.</b>								
<i>English.</i>								
1 Bishop Cotton's School	Bangalore	1865	...	...	100	100	71	...
2 St. Andrew's School	do	1866	...	...	55	55	60	...
<b>ANGLO VERNACULAR.</b>								
3 London Mission Institution	do	1847	129	3	33	165	160	...
4 Native Educational Institution	do	1851	294	10	26	330	293	...
5 Wesleyan Mission School	Mysore	1855	233	4	6	243	300	...
Total.			656	17	220	893	784	...
<b>MIDDLE CLASS.</b>								
<i>English.</i>								
6 Cantonment Orphanage	Bangalore	1866	...	...	50	50	50	...
7 Ordnance School	Fort	1832	2	...	26	28	31	...
8 St. John's District School	Bangalore	1854	7	5	56	68	65	...
<b>ANGLO-VERNACULAR.</b>								
9 London Mission Cantonment School.	do	1854	100	4	8	112	110	...
10 " " Alsur	do	1862	68	...	2	70	65	...
11 St. Joseph's Catholic Seminary Eng.	do	1857	10	...	99	109	72	...
12 St. Mary's Catholic Seminary	do	1854	...	...	21	21	24	...
13 St. Patrick's Catholic Seminary	do	1860	41	1	44	86	79	...
14 Boys' Orphanage	Toomkoor	1865	25	...	...	25	27	...
Total.			253	10	306	569	525	...
Grand Total.			909	27	526	1,462	1,307	...

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
NANDIDROOG, 24th May 1870.

Annual

J. GARRETT,  
*Director of Public Instruction.*





1	2	3	4	5	6	7	8
NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Total.
			Hindus.	Mahomedans.	Others.	Total.	
LOWER CLASS.							
English.							
1 St. Mark's Ragged School	Bangalore	1864	...	...	48	...	320
ANGLO-VERNAICULAR.							
2 Blackpalli Catholic School	do	1862	7	...	95	102	1,290
3 Catholic School	Mysore	1861	83	4	101	188	620
4 Madrasa Muhammadia	Bangalore	1862	7	124	...	131	1,628
VERNAICULAR.							
5 Blackpalli Catholic School	do	1862	20	...	140	160	260
6 Commissariat Hindustani School	do	1864	...	20	...	20	204
7 Chintamani Sanskrit	Chintamani	1868	25	...	...	25	279
8 Chikka Ballapura do	Chikka Ballapura	1869	54	...	...	54	325
9 Closepete Hindustani	Closepete	1865	20	90	...	110	269
10 Chennagiri do	Chennagiri	1868	...	36	...	36	240
11 Chetnaballi Branch	Singapura	1868	12	7	...	19	105
12 Doddla Ballapura Hindustani	Doddla Ballapura	1868	3	35	...	38	280
13 Gun Troop Tamil	Gun Troop, Bangalore	1864	42	...	...	42	129
14 Hasan-ul-Madrasa	Hassan	1865	6	39	...	45	501
15 Honnali Hindustani	Honnali	1868	...	24	...	24	276
16 Huli-yurdurga do	Huli-yurdurga	1869	2	31	...	33	277
17 Kunigallu do	Kunigallu	1864	2	37	...	39	249
18 Kalasa Kumarese	Kalasa	1864	8	...	...	8	54
19 Madrasa Ahmedia	Srinivasapura	1865	...	43	...	43	516
20 Do Bowring	Mysore	1863	10	85	...	95	792
21 Do Islamia	Bangalore	1860	1	96	...	97	1,270
22 Do Islamia	Chintamani	1856	...	34	...	34	264
23 Do Ibrahim	Echinpalli	1841	...	127	...	127	238
24 Do Kudusi	Bangalore	1863	...	145	...	145	1,320
25 Do Muhammadia	Channarayana	1864	...	104	...	104	465
26 Do Muhammadia	French Rocks	1865	...	34	...	34	250
27 Do Mufid-ul-Anam	Bangalore	1861	2	46	...	48	629
28 Do Sultani	do	1866	1	90	...	91	529
29 Do Sultani	Hunasuru	1858	...	38	...	38	252
30 Melakote Sanskrit School	Melakote	1855	60	...	...	60	704
31 Ranur Hindustani School	Ranur	1868	2	23	...	25	240
32 Sadar Veda Sidhanta Sabha Seminaries	Bangalore	1842	299	...	...	299	1,135
33 Seringapatna Sanskrit School	Seringapatam	1869	37	...	...	37	690
34 Shethalli Catholic School	Shethalli	1862	50	...	...	50	390
35 Shimoga Hindustani School	Shimoga	1864	...	20	...	20	120
36 Tyamagondal do do	Tyamagondal	1868	...	42	...	42	357
Total			708	1,284	384	2,376	17,454



22	23	24	25	26	
the year.	Difference.		Annual Cost of educating each Pupil.		REMARKS.
Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
320 0 0	...	...	6 40 8	3 12 0	
1,290 0 0	...	80 0 0	12 10 4	4 1 10	
620 0 0	...	15 0 0	5 6 3	2 9 8	
1,626 6 3	...	...	12 10 8	4 11 0	
260 0 0	...	20 0 0	1 10 0	0 12 0	
204 0 0	...	...	9 4 4	4 10 2	
279 0 0	...	...	12 2 1	5 3 5	
325 12 0	...	37 12 0	6 6 2	2 10 4	
269 10 0	...	9 5 0	2 11 1	1 3 2	
240 0 0	12 0 0	...	8 0 0	4 0 0	
105 8 10	14 10 6	...	7 0 7	8 0 0	
280 0 0	...	7 8 0	7 5 10	3 2 6	
129 8 0	...	...	3 3 9	2 6 3	
501 12 0	...	...	11 2 4	4 0 0	
276 0 0	...	...	11 8 0	5 0 0	
257 11 0	...	...	7 12 11	3 5 4	
249 4 0	...	13 0 0	6 14 6	3 5 4	
54 0 0	...	...	9 0 0	9 0 0	
516 0 0	...	...	25 12 9	12 0 0	
792 0 0	36 7 6	...	7 8 8	4 4 6	
1,270 0 0	...	...	15 14 0	7 8 0	
264 0 0	...	...	8 12 9	4 0 0	
238 12 6	...	...	10 13 8	5 7 3	
1,320 6 6	...	...	14 8 1	6 9 6	
465 0 0	5 11 9	...	4 10 5	2 0 0	
250 2 7	...	...	7 5 9	3 8 5	
629 11 4	...	20 3 5	13 1 11	5 0 0	
529 0 0	...	...	7 8 11	3 6 10	
252 8 0	7 2 0	...	7 0 3	3 5 0	
704 6 11	...	0 6 11	11 11 10	8 0 0	
240 0 0	19 8 0	...	9 9 7	4 12 9	
1,135 8 5	169 1 0	...	4 0 7	2 2 3	
690 15 4	...	...	24 10 10	5 9 7	
390 0 0	10 0 0	...	9 12 0	4 8 0	
120 0 0	...	...	6 10 8	6 10 8	
357 8 0	...	...	8 15 0	3 0 0	
17,454 7 8	274 8 9	203 3 4			

**J. GARRETT,**  
*Director of Public Instruction.*





1	2	3	4	5	6	7	8	9
NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls Monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
ENGLISH.								
1 Bishop Cotton's School ... ..	Bangalore ... ..	1865	...	...	46	46	39	2
2 St. John's District do ... ..	Do ... ..	1854	...	...	54	54	53	41
3 Do Infant do ... ..	Do ... ..	1854	...	...	74	74	63	47
4 Wesleyan Mission do ... ..	Do ... ..	1865	...	...	49	49	44	36
ANGLO-VERNACULAR.								
5 Convent of the Good Shepherd ... ..	Do ... ..	1854	81	...	90	171	171	155
6 London Mission Boarding School...	Do ... ..	1842	...	...	34	34	34	34
7 Wesleyan Mission Orphan do ... ..	Do ... ..	1855	35	...	...	35	31	32
VERNACULAR.								
8 Alsur Caste Girls' School ... ..	Do ... ..	1864	74	...	...	74	54	35
9 Blackpalli Catholic School ... ..	Do ... ..	1865	...	...	64	65	65	56
10 Hindu Female School ... ..	Do ... ..	1854	105	...	...	105	90	80
LONDON MISSION DAY SCHOOLS.								
11 Do do do Arlepete ... ..	Do ... ..	1863	80	4	...	84	72	46
12 Do do do Balepete ... ..	Do ... ..	1868	...	...	...	...	...	...
13 Do do do Cubbonpete ... ..	Do ... ..	1857	95	13	...	108	93	68
14 Do do do Hosapete ... ..	Do ... ..	1867	104	...	...	104	94	76
15 Do do do Kurubarapete ... ..	Do ... ..	1863	156	2	...	158	159	124
16 Do do do Yellegowdanahalli.	Do ... ..	1868	75	...	...	75	63	41
17 Do do do ... ..	Anekallu ... ..	1866	20	...	...	20	23	20
18 Do do do ... ..	Yelahanka ... ..	1868	22	...	...	22	20	15
19 Mahomedan Female Educational Institution...	Bangalore ... ..	1867	...	90	...	90	85	79
20 Mysore Catholic School ... ..	Mysore ... ..	1863	41	...	...	41	36	33
21 Shethalli do do ... ..	Shethalli ... ..	1864	39	...	...	39	26	25
22 Shimoga Hindu Girl's School ... ..	Shimoga ... ..	1868	45	...	...	45	30	30
23 Wesleyan Mission Day School ... ..	Bangalore ... ..	1860	124	3	14	141	126	105
WESLEYAN MISSION DAY SCHOOLS.								
24 Do do do Mandi Street.	Mysore ... ..	1868	60	...	...	60	50	40
25 Do do do Srirama Pete.	Do ... ..	1863	50	...	...	50	48	38
26 Do do do Fort ... ..	Toomkoor ... ..	1868	60	...	...	60	43	40
27 Sanmarga Darshani Balika Patashale	Seringapatam ... ..	1869	41	...	...	41	27	22
28 Madrasa Nisvan ... ..	Bangalore ... ..	1869	...	90	...	90	72	51
Total.			1,308	202	425	1,835	1,711	1,397

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
NANDIDBOOG, 24th May 1870.

10 A	10 B	10 C	2	23	24	25	26	
Number of Pupils studying in each language at the end of the year				Difference.		Annual Cost of educating each Pupil.		REMARKS.
English.	Kanarese.	Hindustani.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Govt.	
46	...	...	0 0	...	...	138	4 1	48 4 11
54	...	...	0 10	...	2 14 9	17	7 10	11 5 1
74	...	...	0 10	55 0 0	...	6	6 10	3 2 10
49	...	...	12 4	...	178 5 4	70	10 4	21 13 1
90	11	...	0 0	...	255 0 0	15	9 10	7 3 5
34	34	...	0 0	...	280 1 2	109	0 11	17 10 4
10	...	...	3 5	...	133 13 3	42	7 10	19 5 8
...	...	...	10 0	43 9 0	...	6	7 3	4 7 2
...	...	...	0 0	...	15 0 0	3	0 0	0 14 9
...	...	...	10 7	40 14 8	...	11	4 4	6 11 8
...	84	...	...	...	...	...	...	...
4	108	13	15 4	1,080 0 0	...	11	13 5	2 0 9
20	104	...	...	...	...	...	...	...
...	158	...	...	...	...	...	...	...
...	75	...	...	...	...	...	...	...
...	20	...	...	...	...	...	...	...
...	22	...	...	...	...	...	...	...
...	...	...	0 0	...	...	15	5 10	7 0 11
...	...	...	0 0	5 0 0	...	16	8 5	8 5 4
...	30	...	0 0	...	5 0 0	15	3 1	6 14 9
...	35	...	12 2	135 3 10	...	12	10 0	7 5 4
6	141	...	0 0	...	64 0 0	7	12 8	1 14 7
...	60	...	0 0	...	115 2 0	6	12 2	2 6 5
...	50	...	0 0	...	137 4 0	6	15 8	2 8 0
...	60	...	5 10	...	...	14	3 6	5 9 3
...	31	...	8 0	...	...	8	15 8	2 3 6
...	...	...	8 6	...	56 14 0	10	13 11	3 0 11
387	1,023	...	7 10	1,359 11 6	1,228 6 6	...	...	...

J. GARRETT,  
Director of Public Instruction.



# No. 8.

## Abstract of Receipts and Charges in Government and Grant-in-aid Schools for the year 1869—70.

Receipts.						Charges.						REMARKS.
Schools of the Higher Class.	Schools of the Middle Class.	Schools of the Lower Class.	Holbi Schools.	Female Schools.	Total.	Schools of the Higher Class.	Schools of the Middle Class.	Schools of the Lower Class.	Holbi Schools.	Female Schools.	Total.	
61,020 15 4	10,618 0 11	28,677 4 1	13,676 2 5	1,282 9 0	1,13,274 15 9	42,848 6 3	8,147 9 3	23,249 8 0	13,676 2 5	1,258 0 0	90,019 9 11	
37,986 14 0	20,568 4 1	17,525 13 1	...	31,419 12 10	1,07,500 12 0	39,784 4 0	19,832 15 1	17,454 7 8	...	31,288 7 10	1,08,360 2 7	
10,414 12 3	...	...	7,737 15 5	...	18,152 11 8	10,029 4 3	...	...	7,737 15 5	...	17,767 3 8	
...	...	...	...	...	...	...	...	...	...	...	...	
1,09,422 9 7	31,186 5 0	44,203 1 2	21,414 1 10	32,702 5 10	2,38,928 7 5	92,661 14 6	28,820 8 4	40,703 15 8	21,414 1 10	32,346 7 10	2,16,147 0 2	

THE DIRECTOR OF PUBLIC INSTRUCTION,

NANDIDBOOG, 24th May 1870.

J. GARRETT,  
Director of Public Instruction.





No. 9.

*Abstract of Expenditure of the Educational Department  
for the year 1869—70.*

CHARGES.	From Imperial Funds.			From Local Funds.			Total Expenditure.			REMARKS.
<b>GENERAL ADMINISTRATION.</b>										
Direction and its subsidiary charges...	13,070	0	0	...	...	...	13,070	0	0	
Inspection and its subsidiary charges...	19,720	0	0	...	...	...	19,720	0	0	
<b>INSTRUCTION.</b>										
<i>Government Schools.</i>										
<b>GENERAL.</b>										
Higher Class ...	42,848	6	3	...	...	...	42,848	6	3	
Middle Class ...	8,147	5	3	840	4	0	8,987	9	3	
Lower Class ...	23,249	8	0	...	...	...	23,249	8	0	
Hobli Schools ...	13,676	2	5	...	...	...	13,676	2	5	
Female Schools ...	1,258	0	0	...	...	...	1,258	0	0	
Other Items ...	1,132	14	9	...	...	...	1,132	14	9	
<i>Government Schools.</i>										
<b>SPECIAL.</b>										
General Normal School ...	4,802	1	7	...	...	...	4,802	1	7	
Hobli Normal Schools ...	7,737	15	5	...	...	...	7,737	15	5	
Engineering School ...	5,227	2	8	...	...	...	5,227	2	8	
<b>GRANTS-IN-AID.</b>										
Higher Class ...	10,356	0	0	29,428	4	0	39,784	4	0	
Middle Class ...	5,920	0	0	13,912	15	1	19,832	15	1	
Lower Class ...	7,963	12	4	9,490	11	4	17,464	7	8	
Female Schools ...	10,324	0	0	20,964	7	10	31,288	7	10	
Miscellaneous including Book Department	28,824	6	3	...	...	...	28,824	6	3	
Paid on account of Buildings	2,04,257 5,017	14 0	11 0	74,636	10	3	2,78,894 5,017	9 0	2 0	
<b>Grand Total...</b>	<b>2,09,274</b>	<b>14</b>	<b>11</b>	<b>74,636</b>	<b>10</b>	<b>3</b>	<b>2,83,911</b>	<b>9</b>	<b>2</b>	

OFFICE OF THE D. P. I.,  
NANDIDROOG, 27th May 1870.

J. GARRETT,  
Director of P. Instruction.



## **APPENDIX VII.**

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### **STATISTICAL RETURNS.**

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#### **STATISTICS OF INSTRUCTION**

**TABULATED ACCORDING TO THE FORMS PREPARED BY THE**

#### **STATISTICAL COMMITTEE.**

---

##### **A. ECCLESIASTICAL.**

##### **B. EDUCATIONAL.**

1. UNIVERSITIES (NONE).

2. SCHOOLS.

##### **C. LITERARY AND SCIENTIFIC.**

1. LITERARY AND SCIENTIFIC SOCIETIES.

2. THE PRESS.



# STATISTICS OF INSTRUCTION.

## A.

### ECCLIASTICAL.

*Return of Religious Institutions of Various Denominations in the Province of Mysore for the year 1869—70.*

	Number of Churches or Institutions.	Number of Ministers or Priests.	Number of Persons attending Worship.	Income.			Explanatory Remarks.
				Paid by Government.	From Endowed Property. In Land.	In Money. From Fees and Offerings.	
Roman Catholic	84*	1 Bishop, 25 Priests	23,000	360†	93	...	* 54 Chapels, 30 Institutions, schools and others. † The Priest of Mysore receives from His Highness Rs. 30 a month.
Church of England	15‡	7	2,500	4 Chaplains and one itinerant Minister.	...	1,800	‡ 7 Churches, 8 Schools exclusive of Regimental Schools.
Church of Scotland	1	1	450	12,432	...	1,917	
Christian.							
Protestant Dissenters	...	13	1,140	...	...	10,920	
Wesleyans	...	14	350	...	...	3,627§	
Independents	...	63	80	...	...	...	§ Besides 2 Churches there are 18 Schools. Local subscriptions and school fees.
Baptists	...	Members, no Priests	...	...	...	...	The Pastor is supported by free-will offerings.
Greeks...	...	...	...	...	...	...	
Armenians	...	...	...	...	...	...	
Unitarians	...	...	...	...	...	...	
Hindu	21,273	16,499	1,229,475	299,591	16,020	25,378	
Mahomedan	610	328	70,758	13,864	521	305	
Sikhs	3	2	150	7	...	...	
Buddhist or Jain	4	21	590	21	...	...	
	155	68	7,383	4,130	551	191	
Total	22,163	17,042	1,337,876	330,405	17,185	27,674	
						43,847	

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
NANDIDROOG, 24th May 1870.

J. GARRETT,  
Director of Public Instruction.



for the year 1869—70.

INSTITUTIONS AIDED AND UNAIDED.											Grand Total of Schools.	Grand Total of Average Attendance.	Proportion of Attendance to Population.
Total.	Average Attendance daily.	Income.			Number of Persons Instructed in—								
		From Endowments.	From Fees.	From Government Grant.	English.	Vernacular.	General.						
COLLEGES.—													
SCHOOLS.—													

OFFICE OF THE  
NAN

J. GARRETT,  
*Director of Public Instruction.*





# STATISTICS OF INSTRUCTION.

## C.

### SCIENTIFIC AND LITERARY.

#### 1. SCIENTIFIC AND LITERARY SOCIETIES.

*Annual Return in the Province of Mysore for the year 1869—70.*

NAME.	Objects.	Income.			Members or Visitors.				Registered or not.	When established.
		From Government.	Endowments.	Subscription.	Total.	Male.	Female.	Juvenile.		
<i>Bangalore.</i>										
Mysore Museum	To illustrate the products and resources of Mysore	2,868	None.	None.	2,868	89,104	44,078	...	Not.	1865
Literary and Scientific Institute	Intellectual and Moral improvement.	550	...	915—6—6	1,465—6—6	77	...	...	"	1868
St. John's Library for Prisoners	To supply suitable Newspapers, Periodicals and Books for the Prisoners and poorer residents in St. John's District	None	...	301—15—0	301—15—0	32	6	5	"	1854
Hindu Literary Union	Mutual improvement of the members and of their countrymen	...	...	237	237	22	...	...	"	1862
Mahomedan Library	To keep open to the public for the	...	...							

NAME.	NUMBER OF NEWSPAPERS.						PERIODICALS.					
	Daily.		Bi or Tri-weekly.		Weekly.		Monthly.		Quarterly.		Yearly.	
	English.	Other Languages	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.
Mysore Government Press.					The Mysore Gazette in English and Kanarese.							
Columbian Press ...			Bangalore Herald, Eng.									
Wesleyan Mission Press ...												
Roman Catholic Press ...												
Spectator Press ...			Bangalore Spectator, Eng.									
Karnatic Press ...												
Sadar Veda Siddhanta Sabha Press ...												

*Annual Return in the Province of Mysore for 1*

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**R E P O R T**  
**ON**  
**PUBLIC INSTRUCTION**  
**IN**  
**MYSORE,**  
**FOR THE YEAR 1870—71.**



**BANGALORE:**  
**MYSORE GOVERNMENT PRESS,**  
**1871.**

PRINTED AND PUBLISHED  
BY J. P. GARRETT, SUPT., MYSORE GOVT. PRESS,  
BANGALORE—1871.

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## REVIEW BY THE CHIEF COMMISSIONER OF THE REPORT ON PUBLIC INSTRUCTION IN MYSORE FOR 1870-71.

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1. The Report has been submitted by the Director, Public Instruction, Mr. J. Garrett.
2. There has been an increase of 126 Government schools during the year, with an addition to the number of pupils receiving instruction in this class of schools of 3,821.
3. The progress made in carrying out the hóbli or talook sub-divisional school scheme appears to continue to be satisfactory, and there is every ground for anticipating that, when complete, it will fulfil the objects for which it was adopted.
4. The proposals for the establishment of three new female schools referred to in para 4 should be submitted at the proper time during the current year, when they will receive due attention.
5. The completion during the current year of the system of talook vernacular schools will be an important feature in the progress of education in Mysore.
6. The total number of pupils under instruction in the Government and grant-in-aid schools is stated at 20,958, of whom 2,313 are girls; of this number, 15,223 attend the Government, and 5,735 the grant-in-aid schools respectively.
7. The total sum expended on education in the Province under the three main heads of Direction, Inspection and Instruction with all subsidiary charges is shewn to have been Rs. 3,11,187, of which Rs. 2,23,135 was contributed by the State, and Rs. 88,052 from private sources.
8. 126 candidates attended the branch examination of the Madras University at Bangalore, 98 for the Matriculation test, and 28 for the First Examination in Arts. Of these numbers, 24 passed in the former and 10 in the latter. Of the successful candidates, 8 in the F. A. examination, and all in the Matriculation test belonged to

Mysore schools, the pupils of the Bangalore High School taking the lead in both examinations.

9. The total number of Government schools (exclusive of aided schools) established up to the close of the year was 464, with a monthly average of pupils on the rolls of 14,493, and maintained at a cost of Rs. 1,21,809, of which all, but Rs. 721, was contributed by Government. The receipts from school fees and the sale of books amounted to Rs. 25,415. Of the schools of the higher class, the High School at Bangalore continues to maintain its position as the first educational institution in the Province, and its progress is highly satisfactory. The fees levied at it have realized 25 per cent more than in the previous year, the amount being Rs. 4,114. It is subject for regret that so large a number of the students leave the school in the middle of their education. Such withdrawals, where very numerous, should be watched, and an endeavour made to ascertain if there is any special reason therefor connected with the school course or arrangements. Of 17 candidates for the University examinations from the High School, three passed the F. A., and eight the Matriculation tests respectively.

10. A student of the High School, it is observed, qualified for one of the scholarships given by the Madras Government to fifteen out of the first twenty candidates at the examinations, but not belonging to the Madras Presidency, he could not hold it.

11. The Rájá's school at Mysore continues to be favorably reported on ; six of its pupils passed the University tests, two very creditably in the F. A., and four in the Marticulation examinations. The number of pupils has increased to 366, and the amount of fees Rs. 1,642 has doubled during the year. The Hindustani branch of this school had fallen into a most inefficient condition under a worn out and ignorant master, but the substitution of a more competent man in his place has already led to good results. Of the district schools, that at Hassan holds the first place, and is an useful and flourishing institution. Two of its students passed the Marticulation test successfully this year. The attendance at the Shimoga school has more than doubled, and the appointment of a new master has already given good results. The schools at Kolár and Toomkoor are making fair progress. That at Chituldroog had greatly fallen off, but a change of masters has led to improvement.

The Chikkamagalúru school has never had a fair chance, two European masters having died. It seems to be essential that the post shall be filled by a qualified native.

12. Only five schools of the middle class now remain, and it is proposed to close one of these (at Chennapatna), the attendance being very indifferent from the unhealthiness of the place. The other four schools are favorably reported on, that at Chikka Ballápura being considered to hold the first place both as regards numbers and efficiency.

13. Of the schools of the lower class, the talook vernacular (Kanarese) schools occupy the first place. The number of these schools is now all but complete, and they offer every facility to a higher range of study in the vernacular of the country, but though reported to be steadily improving, they have not yet attained to the desired standard. Social circumstances are stated to overbear the inducements to a higher range of study as afforded by these schools, and the origin or influences of such circumstances should be carefully sought out and watched, so that if possible they may be ascertained and vanquished. The schools are, however, undoubtedly making progress, and with well selected and competent masters will yet be as successful as could be desired.

14. There are five Hindustani schools, of which that at Kolár is the best. This class of schools has been much neglected, and the masters generally are ignorant and unfit for their posts. Considering the large number of Mahomedans in Mysore, and that Hindustani is their vernacular language, some further effort appears to be called for to afford them the means of instruction therein. The language not being used in the courts or Government offices or proceedings, its study appears to have become obsolete except amongst the Mahomedans and some of the Government employes, but as the "*Lingua Franca*" of Hindustan it should be encouraged within reasonable limits. The difficulty is to get trained and competent masters for its instruction.

15. The number of the hóbli or village schools has reached 356 with an attendance of 10,680 pupils, and in the course of another year the full complement will have been completed. The masters of all these schools have been trained in the Normal Training School and have passed the required examination before appointment. The pro-

gress of the schools has been in all respects satisfactory and encouraging. The duty of periodical inspection of these schools is entrusted to eight Native Sub-Deputy Inspectors, and their reports, which are borne out by the observations of the higher officers of the Department, afford evidence of their success. The selection of masters from the locality or neighbourhood of each school has had the best results. The schools generally are popular amongst all classes of the community, which is perhaps the best test of their meeting the object of their establishment. It is hoped that the full complement of this class of schools will be soon completed, but the Director's anticipation of the establishment of a Government school in every *village* in the Province can never be fulfilled. The educational cess in this Province could never provide for such an object, and the understood intention hitherto has been that it would *pro temp* aid in the heavy charge already borne by Government on this account.

16. There are only five Government female schools at present, but there is a desire amongst the people of certain localities for the establishment of others which shall receive attention. The report of all the schools of this class is favorable. Those at Chintamani and Hassan hold the first place.

17. The Normal Training Schools have continued to answer the object of their establishment, except in the Hindustani branch, for which few candidates are forthcoming. It is hoped that the difficulty on this point will be overcome, for no improvement can be looked for in this class of schools till they are properly supplied with duly trained masters.

18. The operation of the Hóbli Normal Schools continue to be satisfactory. The suggestion for the formation of a special training school for the Malnád deserves consideration, the great object being to train men of the district for employment in its schools.

19. The Engineering School has not been a success, and it is proposed to make an early change in the arrangements connected with it.

20. The education of the prisoners in jail is receiving due attention, and appears to be making encouraging progress.

21. The total number of private institutions under Government inspection is shewn in the following table:—

No. of Institutions.	Monthly Average Number of Pupils on the Rolls.	Average Daily Attendance.	Grants-in-aid by Government.	Expenditure from all sources other than Government Grants-in-aid.	Fees.
76	5,321	4,577	34,592	87,330	31,288

The expenditure in these schools from other sources than Government grants-in-aid continues steadily to increase, as will be seen from the following statement of the amount for each of the last three years.

1868—69.	1869—70.	1870—71.
Rs. 59,822.	Rs. 73,797.	Rs. 87,330.

The reports of the progress in most of this class of schools during the past year are very satisfactory, and speak well for the care and efficiency with which they are generally conducted.

22. The private unaided schools in connection with the church of England, and the Roman Catholic and other Missions number 37, with an attendance of 2,011 pupils, the cost of maintenance being Rs. 6,666.

23. The indigenous unaided schools are entered at 1,843, with an estimated attendance of 26,119 pupils.

24. The total number of scholarships in the Government schools is 39, of which 10 appertain to the Engineering school. It has been suggested that special Matriculation scholarships be founded for the Province, and this and other questions connected with the present arrangements of the existing scholarships shall have due consideration.

25. The Director's report notices the fact that the supply of English educated students is becoming so much in excess of the demands of the public service, for such employés, that several of this class have lately been candidates for admission to the hóbli training schools. There can be no doubt that much dis-appointment on this score is already felt by many such students, and that it must, in the natural course of things con-

tinue, or rather *increase*, until those concerned recognize the impossibility of the public service providing for all their members, and the necessity for their seeking private occupation of some sort as their future livelihood.

26. The course of instruction in English has been greatly improved and rendered more thorough and complete in the provincial schools. Those in which it was imperfectly taught, and which could not be brought up to a proper standard of efficiency, have been abolished, and the arrangements on this head are all that appear to be required for the present.

27. The Kanarese schools are also in a satisfactory footing, and well suited for the purpose for which they have been established ; but the Hindustani schools are still very backward in every way, and require the special attention of the Head of the Department.

28. The demand for books steadily increases, 36,041 books were added to the stock during the year, at a cost of Rs. 23,218. The sale proceeds of books amounted to Rs. 19,825.

29. The report furnishes a list of school books in English and Kanarese published at the Government Press, and printed at private presses, and purchased for use in the schools. The total number of copies so supplied were 75,000 and 3,720 respectively.

30. The outlay on three new school houses and the enlargement of two old ones during the year was Rs. 11,742, and the sum expended on repairs was Rs. 4,053.

31. The progress of the Department generally during the past year has, with some signal exceptions, been fairly satisfactory ; but there is doubtless much yet to be done to bring it up to the proper standard of usefulness and efficiency aimed at by the Government of India, and it will require both time and unceasing exertion on the part of the higher officers to obtain this result.

32. Without constant inspection by the several classes of Inspecting Officers, proper progress in the district schools at a distance from Head Quarters can hardly be hoped for, and this subject requires the closest attention on the part of the Director and the Inspectors of Circles.

33. The occasional visitation of the schools by the district and chief talook officials should also be encouraged as much as possible. Some of the Deputy Superintendents are named in the report as having shewn a special interest in the extension of education, and it is hoped that all the officers of this class will set a similar example to their subordinates, and will regard it as an important part of their duty to watch the progress of the schools within their respective districts, and to further by their personal authority and influence, the efforts of the Department to extend education amongst the masses of the people.

34. The services of the Officers of the Department generally during the year under report are favorably reported by the Director, and the labors of Mr. Garrett himself in that post merit acknowledgment here.

BANGALORE,  
31st July 1871.

R. J. MEADE,  
*Chief Commissioner of Mysore.*





OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
NANDIDROOG, dated 24th May 1871.

*From*

J. GARRETT, Esq.,  
*Director of Public Instruction in Mysore.*

*To*

CAPTAIN T. CLARKE,  
*Secretary to the Chief Commissioner of Mysore.*

SIR,

1. I have the honor to submit my Annual Report on Public Instruction in Mysore for the official year 1870—71.

2. The results of the year's operations are briefly exhibited in the following table :—

Description of School.	1869—70.		1870—71.	
	Schools.	Scholars.	Schools.	Scholars.
Government ... ..	98	5,527	109	6,042
Government Hóbli ... ..	239	5,837	355	9,181
Grant-in-aid ... ..	78	5,773	76	5,735
Total.....	415	17,137	540	20,958
Increase.....	...	...	125	3,821

From which it will be seen that 126 new Government schools have been established, and that 3,821 more children are receiving instruction. The decrease in the number of grant-in-aid schools has been caused by the withdrawal of the grants from three schools on account of their very unsatisfactory character. Provision was made in the Budget for

grants being given to fifteen additional schools, but the sanction of the Government of India has hitherto been withheld.

3. The scheme for the establishment of village schools in all the sub-divisions of talooks throughout the Province, under the designation of hóbli schools, has been in steady operation, and I am satisfied that education among the agricultural classes is being extended in a manner that is both consonant with the wishes of the people, and that promises to be of lasting benefit to the rising generation. In some of the schools, Brahmans preponderate, in others Lingáyets or Mahomedans, while in some nearly all the pupils are ryots. There is, however, in most cases a mixture of various castes among the pupils, which shews that the schools are generally appreciated.

Hóbli Schools.

4. There has been no addition to the number of Government female schools, but the five mentioned last year have continued in successful operation. Applications have been received for the establishment of three others, or for grants-in-aid to parties willing to commence them on their own account. But as these were not received in time for submission to Government before the Budget allotments were made, a recent order on the subject prevents their being entertained at all. Considering how great is the innovation upon immemorial customs of extending education to female children, a great step has been gained when the inhabitants of any quarter have been brought to admit its necessity or desirableness; and every encouragement should be afforded, even to the extent of relaxing rules that in other cases it may be advantageous to enforce. In some of the village schools a few girls attend with the boys as in Coorg; in one school there are as many as eight.

Female Schools.

5. During the year ten new talook schools have been opened, and before the close of the current year all the talooks in the Province will be provided with superior vernacular schools, according to Mr. Devereux's original scheme of education for Mysore. These schools are gradually attaining a higher standard by the introduction of a superior class of text books, some of which have been specially prepared

Talook Schools.

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for the Mysore Educational Department, and others printed at private presses, but carefully edited.

6. In accordance with the desire expressed by the Secretary of State, and His Excellency the Viceroy, that the Educational Section of the Exhibition of 1871 should be represented as completely as possible, a series of colored drawings were prepared, representing the interiors of native schools, their rude appliances, the modes of punishment practised, &c., with other drawings and photographs to exhibit the improvement visible in the Government and Mission schools, from the elementary vernacular ones to the middle and highest class English institutions; with copies of the apparatus and text books used in the various classes of schools, specimens of writing, ciphering, vernacular maps, &c., according to the suggestions contained in the Memorandum on the subject written by the Home Secretary Mr. Arthur Howell.

7. The total number attending the Government and grant-in-aid schools is 20,958; of these 18,645 are boys and 2,313 girls. Classified according to race 17,383 are Hindus; 2,088 Mahomedans and 1,487 Europeans and Eurasians. The description of schools, and the attendance at those of each grade, are shewn in the following table:—

Description of Schools.	Government.		Grant-in-aid.	
	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.
Higher Class ...	7	1,159	5	842
Middle " ...	10	314	9	634
Lower ... { Talook	80	3,799	...	...
{ Hóbli	355	9,181	33	2,100
Female Schools	5	154	29	2,159
Normal Schools	4	142	...	...
Special Schools	3	474	...	...
Total.....	464	15,223	76	5,735

8. New editions of several of the vernacular school books have been printed. Mr. Rice is superintending the School Books and Maps.

publication of an edition of the Amarakósha, which will be more complete and convenient than any hitherto published in Kanarese, and will be of great utility in all the vernacular schools. A large wall map of India in Kanarese, copied from Stanford's most recent map, is now in the Engraver's hands.

9. Having thus briefly stated the results of the year's operations, I proceed to report in detail, the work of the department in the prescribed order.

## I. CONTROLLING AGENCIES.

10. Mr. Rice, Inspector of the First Circle, returned from leave to Europe on the 6th June 1870, and resumed charge of his duties from Mr. Hodson, who, for upwards of two years, had officiated as Inspector of the First Circle. The latter reverted to his work in the Second Circle, and Mr. Staunton, who had been acting Inspector, returned to his post as Head Master of the Normal School. The Sub-Deputy Inspectors, of whom there are eight, have been fully occupied with the village (Hóbli) schools, whose number has now increased to 355. There is also a Hindustani Sub-Deputy Inspector for Hindustani schools throughout the Province.

## II. GENERAL FINANCIAL STATISTICS.

11. The expenditure on education under the three main heads prescribed by the Supreme Government, is shewn below :—

Charges.	Expenditure during 1870—71.			
	From Imperial Funds.		From Local Funds.	
Direction with its subsidiary charges ...	14,252	0 0	...	
Inspection with its subsidiary charges ...	19,986	8 9	...	
Instruction (including all educational expenditure not coming under the above heads).	1,86,896	11 4	88,052	
Total Rs.....	2,23,135	4 1	88,052	

12. An analysis of the expenditure on instruction gives the following results:—

Description of Schools.	Government.		Grant-in-aid.	
	From Imperial Funds.	From other Sources.	From Imperial Funds.	From other Sources.
Higher class ...	41,814	...	10,356	30,728
Middle ...	10,327	721	5,970	13,654
Lower { Talook ...	27,364	...	7,032	8,238
Hóbli ...	22,870	...	...	...
Female Schools ...	1,824	...	11,234	34,710
Normal Schools ...	11,846	...	...	...
Engineering School ...	5,043	...	...	...
Total Rs.....	1,21,088	721	34,592	87,330

### III. UNIVERSITY EXAMINATIONS.

13. Bangalore is the only station in the Province at which a branch examination of the Madras University was held this year. There were 126 candidates, 98 being the number for the Matriculation test, and 28 for the First Examination in Arts. The numbers were considerably less than last year, but the results were nearly in the same proportion, 24 having passed the Matriculation and 10 the F. A. test.

14. The annexed table shews the schools in Mysore from which the successful candidates came.

#### *First Arts Examination.*

School.	First Class.	Second Class.	Total.
High School, Bangalore ...	...	3	3
Rája's School, Mysore ...	1	1	2
Native Educational Institution, Bangalore ..	...	2	2
London Mission Institution "	...	1	1

*Matriculation Examination.*

School.	First Class.	Second Class.	Total.
High School, Bangalore ... ..	2	6	8
Raja's School, Mysore ... ..	1	3	4
Native Educational Institution, Bangalore ... ..	...	3	3
Wesleyan Mission School, Mysore ... ..	...	3	3
London Mission Institution, Bangalore ... ..	...	1	1
Hassan District School ... ..	...	2	2
St. Andrew's School, Bangalore ... ..	...	1	1
Artillery Army School, Bangalore ... ..	...	1	1
Shimoga District School ... ..	...	1	1
	3	21	24

## IV. GOVERNMENT SCHOOLS.

15. The following table in the prescribed form, exhibits the statistics of all Government schools.

Description of Institutions.	Number of Institutions.	Number on the Rolls (monthly average.)	Average Daily Attendance.	Total Expenditure.		Fees and Book sales returned to Government.
				From Imperial Funds.	From Local Funds.	
Higher Class Schools ... ..	7	1,055	895	41,814	...	19,265
Middle " ... ..	10	314	289	10,327	721	1,539
Lower { Talook ... ..	80	3,184	2,766	27,364	...	4,368
{ Hóbli (village) ... ..	355	9,181	9,181	22,870	...	...
Female Schools... ..	5	137	124	1,824	...	54
Normal Schools ... ..	4	148	137	11,846	...	11
Other Schools for special Education ... ..	3	474	474	5,043	...	158
	464	14,493	13,866	1,21,088	721	25,415

The total number of pupils in all the schools at the close of the official year was 20,958, being an increase of 3,821 over the number reported last year.

## A. SCHOOLS OF THE HIGHER CLASS.

16. This school maintains its position as the highest educational institution in the Province. The numerical strength continues nearly the same as last year, notwithstanding the great increase in the rate of schooling fee that has been made in all the classes: the highest fee is now Rs. 3, and the lowest 12 annas. The amount thus collected in the year was Rs. 4,114 against 3,148—8—0 in the previous year; an increase of nearly 25 per cent.

17. The report of the Principal, which will be found in the appendix, contains the names of the gentlemen who took part in the annual examination, and an analysis of the results. The University examination confirmed the conclusions which had been formed from the private examinations. Out of five candidates who went up for the F. A. test, three passed; and out of twelve Matriculation candidates eight were successful. This may be regarded as satisfactory, though it was thought there would have been a larger number of candidates for both tests. But from some cause or other many always leave the various schools during each year: in the High School upwards of 150 students left, and nearly the same number of new ones were admitted. Mr. Waters remarks that many left because they were not promoted to higher classes; but is unable to ascertain whether such boys are admitted into higher classes at other schools, or leave off studying entirely.

18. A student from the High School has this year, for the first time since the institution of the University examinations, become eligible for one of the scholarships awarded by the Madras Government annually to fifteen out of the first twenty candidates, when the results of the Matriculation Examination are published. These scholarships are tenable for four years until the time of appearing for the B. A. degree; but the Mysore student cannot hold the scholarship as he is not in the Madras Presidency; and Mr. Waters suggests that some inducement of the kind should be held out for the encouragement of education in this Province, in addition to the scholarships already attached to the High School.

19. The success of this school at the recent University examinations was very creditable. Two candidates passed their First Examination in Arts. The name of one, N. Krishna Rao, stands fifth on the list in the first class, and that of the other eighth on the list in the second class. Four other candidates passed their Matriculation examination, one in the first class.

20. The popularity of the school is attested by the number of students on the rolls, namely 366. The increase has not been checked, though the fees were doubled during the year. The amount realized was Rs. 1,642, against Rs. 838 last year, and 554 the year previous.

21. The Hindustani branch was reported last year to be in a very languishing state ; but the appointment of a new and experienced teacher from the Government school at Kolár, has had the effect of placing it on a better footing. There is already a marked improvement, and the number of scholars has considerably increased.

22. Four out of the five holders of " Merit Scholarships " have now passed their Matriculation Examination : the fifth forfeits his in consequence of having failed. The amounts of these scholarships were lately reduced from Rs. 10 to Rs. 6 and 4, in order to provide some small means of encouragement for a few poor but deserving boys, who had made satisfactory progress in the school, but were unable to pay the school fees or purchase the requisite books.

23. It will be seen from the Inspector's report that all the classes in this school are in a satisfactory condition, and the state of the whole school is said to reflect great credit on the Head Master, Mr. J. Dunning, to whose painstaking superintendence its successful career of late is mainly due.

24. The appended reports of the Inspectors will be found to contain a full account of each school in detail. I shall merely notice the prominent characteristics of each. The *Hassan* school maintains its character as a successful and flourishing institution. Two of the boys, entirely brought up in the school, have this year passed the Matriculation test. The premises have been enlarged in order to afford

Rája's School, Mysore.  
District Schools.



accommodation to the increasing number of pupils. At *Shimoga* the numbers have risen from 76 to 186. A Matriculation class has been formed, and one student passed in the first division at the recent University examination. The *Kolár* school continues to be popular, and the building has been enlarged as at Hassan. None of the Matriculation students succeeded in passing this year, but the Inspector thinks some may do so at the next examination. At *Toomkoor* good progress is reported, and a land-surveying class has been formed, in which there are upwards of 20 boys. A new master has been sent to *Chituldroog* and already the Deputy Superintendent states that a great improvement has been effected. The district school at *Chikkamagaláru* has never risen to its proper position. Two European Masters have died there, and the Inspector recommends the appointment of a qualified native Head Master, as no suitable residence can be obtained for an East-Indian or European.

*Statistical Information.*

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
7	1,055	41,814	...	41,814	39—10—2	33—1—6

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
6,895	6—8—7	1,067	37	55	1,159

**B. SCHOOLS OF THE MIDDLE CLASS.**

25. Four of these schools have been closed during the year, and the masters transferred to the district schools.

Chikka Ballápura.  
Chennapatna.

There are now only five schools of this class,

B

Hunasúru.  
Narasipura.  
Gundlupété.

as indicated in the margin ; and of these the

Inspector is of opinion that the one at *Chennapatna* might be discontinued, as, owing to the extreme unhealthiness of the place, there appears to be no probability of a better attendance. The school at *Chikka Ballápura* is the best of this class, both in numbers and efficiency. At *Hunasúru* the results of the last examination were favorable in most of the subjects of instruction ; many former pupils are said to be doing well in Government employ. The school at *Holé Narasipura* is steadily improving under the new Head Master. And the recently established school at *Gundlupété* is said, in its general condition, to have indicated attention and careful teaching.

### Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
10	314	10,327	721	11,048	35-2-11	32-9-9
Fees.			Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.	
809	2—9—2	281	26	7	314	

### C. SCHOOLS OF THE LOWER CLASS.

#### (1.) Talook Kanarese Schools.

26. Nearly all the talooks in the Province are now supplied with superior Kanarese schools. Detailed information as to the character and condition of each is contained in the Inspector's reports, and from

these reports it is obvious that the schools have been steadily improving though they are not considered to have reached the desired standard. It is believed that this arises from social circumstances "powerful enough to overbear the inducements to a higher range of study." Notwithstanding these drawbacks an increase of one-third in the attendance at Kanarese talook schools is reported ; and in some cases where there are able and energetic masters, gratifying results have been achieved. The recent refusal of the Government of India to sanction the appointment of assistant masters, will have an injurious effect, as it is impossible for one master to teach more than a certain number of boys ; and as the best masters always have the largest number of pupils, if he cannot obtain the requisite assistance, the work of instruction will be imperfectly performed ; boys will leave the school, and the institution itself will cease to be valued. It is only occasionally, and for short-periods, that unpaid monitors can be obtained.\*

(2.) *Hindustani Schools.*

27. Only one addition has been made to the number of these schools, though Shimoga and Chikkamagalúru have been recommended as suitable places for their establishment. It is, however, very difficult to obtain qualified masters in Hindustani, and, until trained teachers are provided, it is not desirable to open any new schools. Of the five now in operation, that at Kolár is far the best ; and the one at Mysore promises well.

*Statistical Information.*

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
80	3,184	27,364	...	27,364	8—9—6	7—15—6

\* Since the above was written Assistants have been sanctioned, and the introduction of paid pupil teachers recommended.

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
1,992	0—10—0	3,189	394	42	3,625

(3.) *Hóbli or village Schools.*

28. There are now 356 of these schools for primary education in operation, containing 10,680 pupils, and in another year all the hóblis in the Province will be supplied with suitable schools. It is believed that these schools are fairly answering the purpose for which they were established. The masters have all been in one of the Normal Training Schools, and had to pass an examination before receiving an appointment. And after they are put in charge of schools they are periodically assembled in each district by the Inspector for examination, when enquiry is made into the circumstances of each school, and the practical knowledge of each master in school-management tested by his having to give lessons to a class ; when the eagerness of some to exhibit their training, of others to criticize defects in the method, and of all to commend themselves to notice by excelling in teaching, is described as extremely gratifying. There is no doubt that, in addition to being the means of suggestion or instruction to the masters, these gatherings promote a good understanding between them and the inspecting officers, as they afford ample opportunities for explanation of everything obscure or doubtful in the administration of the schools.

29. There are eight native Sub-Deputy Inspectors, whose whole time is given to the work of inspecting the hóbli schools. They are required to visit every school three times during the year, and report fully on its condition after inspection. These reports afford evidence that many of the hóbli schools are fair specimens of successful village

schools. From personal observation I am satisfied that this is the case. And as each master is in his own native locality he engages in his work with more cheerfulness and perseverance than the talook school-masters generally do ; as many of them are comparative strangers in the towns in which they live, and are often restless and discontented until they are removed to other places where their friends reside, or to Bangalore which is the station most sought after by all.

30. The attempt to diffuse education through the rural districts by means of these schools has been well seconded by the people themselves ; who have in all cases either built or purchased school houses, or else rented suitable premises for the purpose. The general popularity of the schools is also shewn by the fact that all classes are represented in them. In some places Brahmans are the most numerous ; in others the children of laborers and oil pressers ; in some schools the boys are all cultivators ; in others Lingáyets, goldsmiths, and weavers ; while many of the schools shew a mixture of all classes.

31. The number of hóbli schools that have already been established in the various districts, is shewn in the margin. The Government have recognized the principle that it is a paramount duty to assign funds for the education of those who are least able to help themselves, and that the education of the masses has, therefore, the greatest claim on the consideration of the State. The Budget allotment for this purpose is

<i>Districts.</i>	<i>No. of Schools.</i>
Bangalore ...	65
Kolár ...	78
Toomkoor ...	42
Mysore ...	59
Hassan ...	45
Shimoga ...	29
Kadoor ...	21
Chituldroog ...	16
	<u>355</u>

sufficient for providing all the hóbli's with suitable schools ; and it is hoped that aided by the educational cess there will be funds available for such an extension of the scheme as will give a school to every village in the Province. A hóbli, it may be repeated, is a sub-division of a talook, and comprises several villages. Each hóbli has on an average a population of 6,040 persons ; one school to each hóbli would be consequently a very imperfect scheme of national education, and cannot be regarded as complete until a school has been established in each of the villages of which the hóbli's are composed.

*Statistical Information.*

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
355	9,181	22,870	...	22,870	2—7—9	2—7—9
Fees.				Pupils.		
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.	
...	...	8,884	285	12	9,181	

**D. FEMALE SCHOOLS.**

32. There are only five girls' schools in operation established by Government. The number might have been increased if we had been in circumstances to afford aid when applications were made from three different localities, where a desire for their establishment had been created. A wish has been expressed for another girls' school in the Pété of Bangalore. At Sidlaghatta and Closepété the people have come forward and offered to place their daughters under instruction.

33. Of the existing schools the best are those at Chintamani and Hassan. At both these places the Head Masters are deservedly respected by the townspeople; both are successful teachers; and the schools are in a flourishing condition. At Mágadi all the girls are daughters of traders and merchants, and they are described as having made very fair progress. At Hassan and Bangalore the girls are chiefly the daughters of Brahmans. At the former place the state of the school is reported as highly creditable to the Head Master. In Bangalore there has been some fluctuation in the progress of the school, owing

to the promotion of the Head Master and the difficulty of supplying his place.

*Statistical Information.*

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
5	137	1,824	...	1,824	13—5—0	13—4—3
Fees.			Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.	
6	0—0—9	153	1	...	154	

**E. NORMAL SCHOOLS.**

34. There were 36 students under training at the close of the official year. Of these, 16 were in receipt of the Government stipend of Rs. 5 per month.

General Normal School.

The others were unpaid students ; and on the occasion of a vacancy occurring by the appointment of one of the passed students to the charge of a school, an election is made from the unpaid students to supply his place.

35. Of the above thirty-six, seven were anglo-vernacular students, twenty Kanarese, and nine Hindustani. Fourteen appointments were made during the year : one anglo-vernacular, twelve Kanarese, and one Hindustani student, having passed the required examinations were made assistant teachers in schools in different parts of the country.

36. The anglo-vernacular branch, if continued in operation, will

Anglo-Vernacular Branch. have to undergo some modification. Students who have passed the Matriculation examination before entering the Normal School would, in a short time, be able to qualify in those special studies to which their attention would be chiefly confined, *viz.*, school management; the art of communicating knowledge; the best modes of teaching geography history, arithmetic, &c. The practising school attached to the institution affords a field for actually testing a student's abilities in these respects. For this purpose one will be selected to give a lesson, and the others will note, and afterwards remark on, any apparent deficiencies in manner, language, and method of teaching.

37. When the Normal School was first established there were no matriculated students in Mysore. Very imperfectly educated youths had to be admitted, and much time was spent in educating them up to the required standard in general subjects before directing their attention to those special branches for instruction in which the school was designed. A superior class of students may in future be obtained at much less expense to Government, as a comparatively brief period will be sufficient to give them the special training referred to in the previous paragraph.

Vernacular Branch. 38. The twenty Kanarese students receive instruction in general subjects as well as in the art of teaching, especially in geography, history, and mathematics. It is not difficult to find candidates willing to enter the school who know their own language, and who have devoted much time to the study of grammar and native literature. But formerly there were few who knew anything of geography and history, even of their own country, and these subjects had to be made prominent in the studies of the Normal School. This rendered it necessary that the students should remain much longer under training than would otherwise have been the case. Many were in the school upwards of two years before they could obtain a teacher's certificate. The results of the last examination were satisfactory: the Inspector found the mathematical papers very creditable, and the historical and geographical questions were answered better than in any previous year. The improvement in teaching was particularly commendable. The proficiency of the twelve students who then gained certificates was considered in



advance of any similar number of men hitherto passed from this branch of the Normal institution.

39. The materials for forming this branch are far more unpromising than those available for the Kanarese  
 Hindustani Branch. Department. Very few candidates come forward at all, and of those who present themselves there are hardly any who come up to the lowest standard of qualification. But as it is the only means of improving the Hindustani schools, which have long been in an unsatisfactory condition, it was thought desirable to admit a few, and try the effect of instruction and training. In addition to the candidates of this class, some who were already employed as teachers in aided schools were required to attend the Normal School, in order that they also might derive the advantage of regular and systematic instruction in the art of school management and kindred subjects. Many difficulties have had to be encountered in carrying out the project, and the results hitherto have been barely sufficient to encourage perseverance.

40. The withdrawal of the Government grants-in-aid from three schools, and an intimation that all the aided schools in which improvement and progress were not reported, would be liable to similar treatment, has had some effect in stimulating the managers of Hindustani aided schools to co-operate with Government in the endeavour to make the teachers more efficient. A number of the assistant masters have attended the Normal School, and though none have yet reached the standard attained by the Kanarese teachers, a start has been accomplished in the right direction. The Training Master of the Hindustani branch is an able man, and does his utmost to bring his students under the influence of a similar training to that which he witnesses in the other branches of the Normal School. A few have profited by the discipline, and the measures hitherto adopted will be continued, in the hope that the Hindustani schools will ultimately take their proper position among the educational institutions of the Province.

41. Full details are given in the Inspectors' reports of the numbers who have been trained in the three  
 Hóbli Normal Schools. Normal Schools which were established expressly for the training of the hóbli masters.

The schools are not always retained in the same locality. The Nandi-droog Division School was kept a long time at Toomkoor on account of its central position, but has since been removed to Closepété and then to Chennapatna, for the benefit of the neighbouring talooks ; the school itself will be held in Malúru, where a suitable building can be had, and where most of the students and the training master himself reside. The Ashtagram Division Normal School has been in operation both in Mysore and Narasipura. The Nagar Division Normal School has been held in Kadoor and Chikkamagalúru.

42. None of these normal students are placed in charge of schools until they pass an examination conducted by the Inspectors of the First or Second Circles. In their opinion the men as a body are of the right stamp, and such as are likely to fill a school-master's place with credit. It was observed that some had been pupils in the Bangalore High School, and this was regarded as an indication that the avenues leading to writerships were overcrowded, and also that a hóbli master's position was considered as of some value. In conducting the examinations it is usual to give written questions in Kanarese literature and arithmetic, to be answered on paper ; and to hold a *viva voce* examination in geography and school management : in the latter case a lesson being given to a class of boys in the presence of the Inspector.

43. It was stated in last year's report that a purely malnád training school was required in addition to the three now in operation. The Inspector of the Second Circle advocates this measure, but is of opinion that this alone will not be sufficient to meet the peculiar difficulties of locality and popular prejudice. There are very few indigenous teachers in the malnád districts, and consequently a scarcity of materials for the formation of a training school. The ability to read and keep accounts is so rare that any one possessed of such acquirements may easily obtain more than 7 Rs. a month from any sáhukar. Owing to the expense and difficulty of living in the malnád, even talook school-masters on Rs. 15 and 20 complain bitterly of their circumstances, so that special arrangements will have to be made for the successful introduction of a hóbli normal school in these districts.

*Statistical Information.*

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
4	148	11,845	...	11,845	80—0—6	80—0—6
Fees.			Pupils.			
Total Amount realized.		Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
...		...	133	9	...	142

**F. OTHER SCHOOLS FOR SPECIAL EDUCATION.**

44. This school was established with a view to provide educated subordinates, especially natives for the Public Works Department. Two years ago ten scholarships were founded in connection with the Engineering School. school for the purpose of attracting native students from distant parts of the country; four were assigned to the Ashtagram Division, four to Nagar, and two to the Nandidroog Division, preference being given to the sons of méstris, or practical workmen. But even this encouragement has not been sufficient to overcome the native repugnance to the active life of an Engineer.

45. Colonel Sankey thinks it probable that the recognition of engineering as a distinct profession, with the high status and fairly attractive pay attached to the Irrigation Department, may, in a great measure, alter the present condition of native feeling on the subject; but still considers the result as doubtful, and the difficulties only to be overcome by the utmost vigilance and care.

46. No native youth in Mysore has yet passed the Assistant Engineer's test, and only a few have passed that for Assistant Overseer.

47. At the last examination of the school some of the students obtained good marks for plan drawing, levelling and surveying ; also for arithmetic, but did not do so well in mensuration and algebra.

48. Several schemes have been proposed for giving the students some means for gaining a practical acquaintance with mechanical operations ; and it is thought that this may best be accomplished under the immediate control of the Public Works Department in connection with the workshops attached to the offices of the Executive Engineers. This would overcome the difficulty which now arises from the great dislike which natives of different parts of the country have to being sent into other parts of which they knew nothing ; as they might be locally trained in their respective districts. A land surveying class has been formed in the anglo vernacular school at Toomkoor ; there are 20 pupils already, the Executive Engineer Mr. McKennie having supplied the requisite instruments. From local classes of this description youths desirous of following the profession of engineering might be placed as apprentices in the office of the Executive Engineer.

49. There are 458 men in the jail schools ; in each school there are five classes which include men in all stages of progress. The most advanced read the second and third Kanarese books of lessons, and learn arithmetic. The last 40 minutes of every day are devoted to school work. At the appointed time small wooden boards marked with the classes are hung upon the wall, and each man takes his place under the board on which is the number of his class, monitors, themselves prisoners, teach the classes. The Superintendent states that "the progress made is very fair considering the subjects to be operated upon, and that there is no coercion ; no prize for the first, and no stimulus for the laggard, and that the teachers are quite untrained." "The whole movement is one of much benefit, and affords a very good occupation and means of control for the prisoners during the last part of the day." On Sunday any one who wishes a book to read is permitted to have it. Natives employed in the jail press, or intended for it, learn English ; they are taught by a Brahman prisoner, and being intelligent picked men

Jail School.

have made marked progress. There is also a class for East Indians in which English is taught. With these exceptions Kanarese is the only language used in the schools ; there are Hindustani, Tamil and Telugu prisoners ; but all at present learn Kanarese.

## V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

Description of Schools.	Number of Institutions.	Number of Pupils on the Rolls, monthly average.	Average daily attendance.	Grants in-aid given by Government.	Expenditure from all sources other than Grants-in-aid given by Government.	Fees.
Higher Class. ...	5	820	703	10,356	30,728	15,332
Middle " ...	9	583	526	5,970	13,654	1,245
Lower " ...	33	1,923	1,731	7,032	8,238	1,321
Female Schools ...	29	1,995	1,617	11,234	34,710	13,390
Normal ...	...	...	...	...	..	...
Other Schools for Special Education. ...	...	..	..	...	...	..
Total.....	76	5,321	4,577	34,592	87,330	31,288

50. The grants-in-aid from Government during the year have thus been Rs. 34,592, and the number of pupils educated 5,321. The sum of Rs. 40,000 was provided in the Budget, and fourteen other schools were recommended for grants. In previous years the recommendation of the Local Government always ensured the sanction of the Government of India ; and the managers of the schools concerned, having no doubt on the subject, in most instances incurred the additional expenditure, in confident expectation of receiving the grants-in-aid for which they had applied. But of the fourteen schools whose merits and claims were supported by the Chief Commissioner, after a minute scrutiny of each case, only two have been favored with the aid sought. In regard to the other twelve schools great disappointment has been felt and expressed. If any previous notice had been given that owing to financial difficulties no new grants could be made, all this embarrassment might have been avoided ; but as the additional amount was allowed to

remain in the Budget, the various applications for new grants were received ; the Inspectors examined and reported on the condition of the schools ; and hopes were thus encouraged which should never have been permitted to exist.

51. The detailed reports of the Inspectors contain all the information required as to the actual state of the schools now receiving grants-in-aid from Government. It will be seen that most of them have made gratifying progress during the year ; that the majority are under efficient supervision ; and that a sum amounting to more than twice as much as the Government grants-in-aid is spent by the parties responsible for the continuance of these institutions.

52. Wherever the Inspectors reported that a good secular education was not imparted, the grants-in-aid were suspended ; and if no improvement took place, withdrawn altogether. The aided Hindustani female school in Bangalore has not been as well conducted as it should have been ; but owing to the peculiar difficulties that surround a school of this description, a longer time than usual has been allowed to effect improvement. If this result should not follow, the grant will not be continued.

#### A. AIDED SCHOOLS OF THE HIGHER CLASS.

##### *Statistical Information.*

Number of Institutions.	Average number of Pupils.	Cost charged to —		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
5	£20	10,356	30,728	41,084	50—1—7	12—10—1
Fees.			Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.	
15,332	18—11—2	603	33	206	842	

## B. AIDED SCHOOLS OF THE MIDDLE CLASS.

*Statistical Information.*

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
9	583	5,970	13,654	19,624	33—10—6	10—3—10
Fees.				Pupils.		
Total Amount realized.		Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
1,245		2—2—0	336	12	284	634

## C. AIDED SCHOOLS OF THE LOWER CLASS.

*Statistical Information.*

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
33	1,923	7,032	8,238	15,270	7—15—0	3—10—4
Fees.				Pupils.		
Total Amount realized.		Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
1,321		0—10—11	855	932	313	2,100

## D. AIDED FEMALE SCHOOLS.

*Statistical Information.*

Number of Institutions.	Average number of pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government
29	1,995	11,234	34,710	45,944	23—0—5	5—10—1
Fees.				Pupils.		
Total Amount realized.		Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
13,390		6—11—4	1,409	185	665	2,159

## E. PRIVATE UNAIDED SCHOOLS.

*Statistical Information.*

SUPPORTED BY—			No. of Schools.	No. of Pupils.	Total Cost per Annum.
Church of England	...	...	2	69	308
Roman Catholics	...	...	9	200	465
Weeleyan Mission	...	...	19	1,391	4,500
London Mission	...	...	7	351	1,393
<i>Native.</i>					
Indigenous Schools as near as can be ascertained			1,843	26,119	Unknown.



## VI. SCHOLARSHIPS.

53. There are 39 scholarships attached to the various Government schools in Mysore. Ten were founded in connection with the Engineering School for the purpose of attracting native students from distant parts of the country, who might afterwards return to their native places qualified for service in the Public Works Department. These cost from Rs. 1,000 to Rs. 1,200 per annum. A sum of Rs. 500 is given annually for eight scholarships in the High School, and one of the Dobbs' scholarships, value Rs. 7 per month, is also given in the High School. In the Rájá's School, Mysore, there are Merit scholarships to the extent of 50 Rs. monthly given in sums of Rs. 6 and 4 each. There is a scholarship of Rs. 4 monthly attached to the Honasúru school.

54. It is desirable that special Matriculation scholarships should be founded for the whole Province of Mysore, on the same plan as those instituted in the Madras Presidency. Fifteen scholarships are there available annually for Matriculation candidates who pass within the 20 on the list in the first class. This year for the first time, one of the Bangalore High School students attained the honor, but was ineligible for the prize, because he belonged to Mysore, and not to the Madras Presidency. If five of the same description of scholarships were granted by Government for the Province of Mysore, it would be a great stimulus to education. They might be awarded in the order in which the candidates' names appear in the University list; none but those in the first class being eligible.

## VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

55. The number of students employed in the public service increases every year. Although appointments may be obtained in Mysore without passing any examination, it is obvious to all that well educated candidates are invariably preferred. The consequence is that the General and Special Test examinations, as well as those of the University, are more numerous attended in Bangalore each succeeding year; the numbers on the last occasions having been greater than at any previous time.

56. In fact the supply is becoming greater than the demand. The Inspector of the First Circle recently noticed several youths who had been educated at the High School among the candidates for admission to one of the Hóbli Training Schools,—a fact which be regarded as indicating the overcrowded state of the avenues to public employment, the hope of obtaining which has generally been the motive that induced the study of English.

## VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

57. It has often been remarked that native youths utterly neglect their own language in order to give more time to the study of English. The University examinations have tended to counteract this tendency by requiring a knowledge of the poetry and prose of one of the vernaculars, as well as the poetry and prose of the English language, in order to pass the Matriculation test. The study of Kanarese is part, though a subordinate one, of the curriculum, in all our anglo-vernacular schools.

58. A few years ago there were many inferior schools in different parts of the Province in which English was imperfectly taught; but these schools have now been abolished, and the course of instruction in English is everywhere made as complete and thorough as practicable. The standard required for Matriculation at the University of Madras is set before the Head Masters of District Schools, as that to be attained by all the advanced pupils before the school is placed in the first grade. There are now only two District Schools in which this point has not yet been reached.

59. The High School of course goes beyond this, and in its college department provides the means of graduating. Three of its students have taken degrees in arts or laws. Many of the upper classes in Mysore have now been fairly educated in the highest branches of the English language, and if any of them should hereafter transfer to their own vernacular some of the knowledge they have acquired from English books, much may be done for the enlightenment of the masses of the people, amongst whom the ability to read will every year become more general. To foster Kanarese amongst the great body of the people, and to encourage a thorough study of English amongst the few, would appear

to be the best means of spreading a sound education in Mysore. For the sake of the Mahomedans it may be desirable to give more attention to Arabic and Persian in the Hindustani schools, as a means of increasing their popularity.

### IX. BOOK DEPARTMENT.

60. The demand for school books continues to increase, and may be expected to do so as education becomes more widely diffused each year. During the year the number of books added to the stock was 36,041 at a cost of Rs. 23,218; of these 12,663 were English books, valued at Rs. 15,322, and 23,378 were vernacular books, valued at Rs. 7,890.

61. The number of books supplied to District Depôts and Head Masters for sale was 16,000, and their value was Rs. 11,500, shewing that the sales in the branch depôts formed in various parts of the country have increased in a greater ratio than those in the Central Depôt at Bangalore. The sales might be still further augmented if there were more facilities for the conveyance of books to out-stations.

62. The amount paid into the Government Treasury on account of the sale proceeds of books during the year was Rs. 19,825.

63. The following school books in English and Kanarese, were published at the Government Press in the course of the year.

	<i>No. of Copies.</i>
First Book in Kanarese . . .	20,000
Third Book in Kanarese . . .	2,000
First Book in English . . .	10,000
Second Book in English . . .	2,000
Karnátaka Vágvidháyani . . .	10,000
History of India . . .	5,000
Abridged History of India (in part) . . .	2,000
Brief Sketch of the History of India . . .	5,000
Kanarese and English Dictionary . . .	2,000
Elements of Euclid in Kanarese . . .	2,000
Kathá Manjari . . .	5,000
Kanarese Arithmetic (in part) . . .	5,000
Amara Kósha (in part) . . .	5,000

64. The following vernacular works printed at private presses have been purchased for use in the schools.

400	Jaimini Bhārata.
400	Vikramāditya Charitré.
400	Dāsara Padagalu.
200	Shrīmadvālmīka Rāmāyana (abridged.)
550	Shabda Manjari.
500	Kabbigara Kaipidi.
300	Telugu I Book.
300	" II "
100	" III "
20	Kathā Sangraha.
400	Kanarese Arithmetic.
100	" Grammar.
50	" Geography.

65. The Engraver who so successfully executed the large wall map of the world in Kanarese is now engaged on a Kanarese map of India, of similar size, copied from Stanford's recent map, under the supervision of Mr. Rice, Inspector of the First Circle, who is also carrying through the press the Arithmetic and Amara Kōsha.

## X. SCHOOL BUILDINGS.

66. The Budget of 1870—71 provided Rs. 12,239 for the construction of three new school houses at Yelahanka, Srīnivāspura and Nyāmti, and for the enlargement of the buildings at Hassan and Kolār. All the above works have been given out on contract through this office, except the enlargement of the Hassan School, which the Deputy Superintendent of that District, Captain Hill, kindly superintended.

67. The schools at Yelahanka, Kolār and Hassan have been completed and occupied, and those at Srīnivāspura and Nyāmti, which were not taken up until December 1870, were finished shortly after the close of the official year.

68. The amount spent on each building is shewn below :—

				Rs.
Yelahanka	.	.	.	2,764
Srīnivāspura	.	.	.	2,366
Nyāmti	.	.	.	3,017
Hassan	.	.	.	1,003
Kolār	.	.	.	2,592

**Total Rs. 11,742**

69. There have been 31 school houses, in different parts of the Province, repaired through the agency of the Educational Department during the year under report, at a cost of Rs. 4,053—8—0. A few estimates for repairs have been refused sanction for want of sufficient funds.

70. The Budget provision was inadequate for the work to be done, and only six school compounds have been enclosed at a cost of Rs. 500.

Fencing.

## XI. INTERNATIONAL EXHIBITION.

71. In the month of December last, I received a copy of the following telegram addressed to the Chief Commissioner of Mysore.

“The Viceroy is particularly anxious that India should be well represented in the educational section of the forthcoming exhibition, and trusts that the special attention of the local Committees and Directors of Public Instruction, may be drawn to the subject. Detailed instructions will follow.”

72. This was followed by an admirable memorandum on the subject by Mr. Arthur Howell, suggesting the mode in which this object could be attained on some kind of uniform principle and plan.

73. At the request of the President of the local Committee I undertook to furnish such a series of illustrations as would represent the improvement effected in education in Mysore, by shewing, as suggested by Mr. Howell, “what the indigenous schools are, how they have been improved first in our schools of the lowest class, how the improvement has been carried on in the successive gradations of middle and higher class schools, until finally reaching a stage differing little from the results achieved in the colleges and universities of Europe.”

74. For this purpose photographs and colored drawings of several indigenous schools, some in mere open sheds, without maps, chairs, forms, tables, desks, globes, or other apparatus; and representing in place of these their rude appliances, the curious modes of punishment in use, &c. Then a drawing of a hóbli school, (which is analogous to a

primary village school in England) with its text books and apparatus, exhibited the superiority of even the lowest class of our schools, over the rural indigenous ones. That the improvement had been carried on much beyond this was shewn by the text books and apparatus of the talook vernacular schools, and of the middle and higher class English schools. To these were added a photograph and a colored drawing of two native girls' schools under missionary management; and a photograph of the Government High School in Bangalore, with copies of all the papers set at the last University examinations for the Matriculation and First Arts candidates.

75. Each series was accompanied by a very brief explanation of the standard of education comprised in it. Specimens of vernacular maps, writing, and cyphering, as well as of English writing, were also included. If more time had been allowed, the collection might have been made much more complete.

76. The following is a list of the various articles sent to the Exhibition.

1. Pencil drawing of an indigenous town school.
2. Photograph of an indigenous school in the verandah of a temple.
3. Photograph of an indigenous school in which the boys are tracing letters on sand.
4. Photograph of an interior of an indigenous school in which the boys are playing a game (as a reward.)
5. Ditto in which the same game is being played sitting.
6. Water color drawing of an indigenous school in Bangalore, in which boys are undergoing punishment for coming late and for failing to repeat their lessons.
7. Water color drawing of an indigenous school in Bangalore in which three truants are undergoing punishment.
8. Water color drawing of an indigenous school in which a mode of punishment is represented of suspending by the hands from the roof.
9. Water colored lithograph drawing of a grant-in-aid Mahomedan school in Bangalore, in which three curious modes of punishment are shewn.

10. Pencil drawing of a Government village school.
11. Water colored lithograph drawing of a grant-in-aid London Mission girls' school, in which the girls are receiving a gallery lesson.
12. Photograph of girls' boarding school.
13. Photograph of Government High School in Bangalore.
14. Photograph of Matriculation Class in High School.
15. Photograph of F. A. Class in ditto.
16. Papers set for the last Matriculation examination in Bangalore, December 1870.
17. Specimens of writing in English, Sanskrit, Kanarese, Telugu, Tamil, Mahratta, Persian, and Hindustani, by boys in the High School.
18. Standard plan of a village school house.
19. Papers set for the last F. A. examination in Bangalore, December 1870.
20. Standard plan of a middle class school house.
21. Drawings by the students in the Government Engineering School, Bangalore.
22. Large wall Map of the World in Kanarese engraved on copper by a native workman in Bangalore, printed and mounted at the Government Press.
23. Specimens of needle work done by native girls at the London Mission Boarding School, Bangalore.
24. Text books and apparatus of Government village school.
25. Text books used in Talook Vernacular schools.
26. Text books used in District English schools.
27. Text books used in Mission schools.
28. Book made of cloth used in native schools for slates, with a pencil.
29. Book of palmyra leaves, with stylus for writing on ditto.
30. A collection of books printed in Bangalore, English and Vernacular.
31. Copy of Hindustani news paper printed in Bangalore.

## XII. CONCLUSION.

77. I have again to acknowledge the cordial assistance I have received from all the Civil authorities wherever the cause of education could thereby be furthered. Captain W. Hill, Deputy Superintendent of Hassan, has on various occasions brought to my notice subjects of importance connected with the extension or improvement of education. Major A. J. Bruce, Deputy Superintendent of Toomkoor. Mr. L. Ricketts, Deputy Superintendent of Bangalore, and Mr. P. Krishna Rao, Deputy Superintendent of Chituldroog, have also visited many of the schools in their respective districts, and informed me of the state in which they found them, or made some useful suggestion.

78. The Officers of the Educational Department itself deserve my acknowledgments for the satisfaction they have afforded me during the year. Where all deserve credit for their exertions, or favorable consideration for the manner in which their duties have been performed, it is unnecessary to specify individuals.

I have the honor to be  
Sir,  
Your most obedient Servant,  
J. GARRETT,  
*Director of Public Instruction.*



## APPENDIX I.

### BANGALORE HIGH SCHOOL.

#### *Principal's Report.*

I have the honor to submit my Report of the High School for the past year.

A few slight changes in the staff of masters have taken place since our last annual meeting. It was a matter of some disappointment that Government did not sanction the proposed increased rates of salary to the senior masters : but this has been partially removed by the promotion of Messrs. Marsden, Leonard, and Venkatarámaiya, respectively, to the first, second and third masterships in the upper school, consequent upon the appointment of Mr. Clapham to the Head Mastership of the Chituldroog School. Mr. D. Subbaiya has succeeded Mr. Venkatarámaiya as first master of the lower school, and this leaves a vacancy in the fifth class to which no master has at present been permanently appointed.

It may here be remarked that out of seven new masters who have been appointed during the past three years, five have been chosen from students educated in the High School ; in fact, in all cases, the preference has been given to them, and some have proved themselves successful teachers.

The numerical strength of the school is still slightly below what it was two years ago ; but this is in a great measure due to the causes alluded to in last year's report.

The following is a comparative statement of the number of students on the roll a year ago, and at the present time :—

	1870.	1871.
B. A. Class	9	9
F. A.     "	15	15
Matric.   "	26	35
First     "	40	26
	—	—
	90	85

E

*Lower School.*

		1870.	1871.
Second	Class	39	41
Third	"	46	37
Fourth	A. "	39	41
"	B. "	32	26
Fifth	A. "	28	35
"	B. "	27	28
Sixth	A. "	23	30
"	B. "	38	15
Preparatory	"	56	69
		<hr/> 328	<hr/> 322

From this it will be seen that there are five less in the upper school and six less in the lower school than at a corresponding time last year. In the upper school 20 have left, of whom 7 are now in Government employment.

In the whole school 150 students have been admitted during the year and somewhat over that number have left. It is only fair to remark that many have left because not promoted to higher classes, or in some cases because they have been "*de-promoted*" (to use a word coined by native students); whether these boys get into higher classes at other schools, or leave off studying, we do not know.

The average number on the monthly roll has been 403, and average daily attendance 337. The attendance in the College classes has not been good, possibly because many are employed; but a marked improvement has taken place in the matriculation and first classes, and it is worthy of notice that two boys in the matriculation class, who have been absent but one day, take the highest places in the class examinations during the year, as well as in the annual examination; and a proof of the correctness of these results is that these students have been placed in the first class at the University examination held last December. Narasimmaiengar, who takes the first prize in the first class, has not been absent a single day. Ten other boys have absented themselves but once or twice during the year.

Higher rates of fees have been levied since last April, the highest being now Rs. 3, and lowest 12 annas.

The fees collected during the year amount to Rs. 4,114—0—0, shewing an increase of Rs. 830—12—0 upon the amount collected last year. This is nearly 30 per cent of the ordinary current expenses of the year.

The registered results of examinations held are tabulated in an appendix, but the following have gained the highest marks in their respective classes :—

Class.	Name.	Marks obtained.	Maximum Marks.
B. A. Class ..	B. Rámaswámi ..	287	520
Senior F. A. ..	C. Náráin Rao ..	191	400
Junior F. A. ..	G. Coghlan ..	238	520
Matriculation. .	G. Kristna Rao ..	1,177	1,775
First. ..	Narasimmaiengar ..	882	1,280

The marks gained in the lower school, from four examinations held during the year, and also the class marks of each student have been printed.

The library which has been increased during the year by the addition of 150 volumes, now contains about 600 books, and is of great service to masters and students.

An attempt to establish a reading room has failed, as few seem willing or able to subscribe towards obtaining periodicals and papers.

By the use of our new printing press the necessity for dictating many examination papers will now be obviated, and much time will consequently be saved.

I have reason to be satisfied with the conduct and diligence of most of the students holding scholarships.

T. V. Annásámi was nominated and elected last April to the Dobbs' scholarship, and I am in a position to state that he has been diligent with his studies and, we hope, stands a fair chance of passing the F. A. examination next December.

Last May an open scholarship examination was held for two scholarships attached to the B. A. class, and were gained by Rámaswámi and Conquest ; Conquest having left the school, the second one becomes

vacant. With reference to scholarships I would here remark upon a subject which appears worthy of consideration.

For the encouragement of higher education, the Madras Government, on the publication of the final results of the matriculation examination, award annually 15 scholarships to 15 out of the first 20 candidates. These are tenable for four years until the time of appearing for the B. A. degree. A student from the Mysore Province has, for the first time, since the institution of the University examinations, become eligible for one, but cannot hold it as he is not in the Madras Presidency. It would be a great boon, if some inducement of this kind were held out to students of schools in the Mysore Province. Of the four merit scholarships attached to the F. A. class, Krishnaiengar and Ranga Rao retain those they now hold for another year. Abdul Karim and Bhima Rao having passed the matriculation examination, succeed to those held last year by Védavyása Rao and Subramannayen. The vacancies in some of the other scholarships have not at present been filled up for this year.

The annual examination of the upper school was conducted in November last by the following gentlemen, to whom I take this opportunity of tendering my thanks.

*English Language.*—Messrs. Best, Rae, Hudson, Dubois, Thompson, Miller, Walton, Plunket.

*Kanarese Language.*—Messrs. Rice, Venkatavaradaiengar and Rāghavāchār.

*Mathematics.*—Messrs. Rogers, Walton, Edgecome, Duncan, Evans, Thom, Willock and Srīnivāsa.

*History and Geography.*—Messrs. Gordon, Ricketts, Stevenson, and Plunket. The reports as well as the marks obtained have been printed.

Five students reading for degrees were examined in the English and mathematical portions of the work done during the year. In English poetry, the class obtained 34 per cent of the maximum marks, and in prose 54 per cent. Mr. Rae who examined in the latter subject remarks that he was pleased with the manner in which they sought to

answer exactly what was asked, though occasionally there was too great a tendency to reproduce the words of the author.

In mathematics, the class obtained about 42 per cent. Rámaswámi obtaining 122 out of 150. Mr. Walton says that in his paper there is a "thoroughness deserving of praise."

In the Senior F. A. class five students were examined and obtained 48 per cent in English and 38 per cent in vernacular. The examiner in English observes that three out of five have acquitted themselves well. In the Junior F. A. five were examined, of whom three obtained over  $\frac{2}{3}$ rd marks in English and  $\frac{1}{2}$  in Kanarese. Mr. Thompson who examined in English poetry, speaks favorably of Coghlan and Krishnaiengar, but observes that the boys appeared better prepared in the part selected from Milton than in Byron. In Kanarese Mr. Rice remarks that the papers do not evince that accuracy and scholarship in the Kanarese language, which students going up for the F. A. test ought to attain. In the remaining subjects these classes were examined together and obtained 46 per cent in history,  $43\frac{1}{2}$  in mathematics and  $44\frac{1}{2}$  in arithmetic.

*Matriculation Class.*—Out of 18 examined, five in English poetry and eleven in prose obtained  $\frac{1}{3}$  marks.

Marsden's papers are remarked upon as being very good. In Kanarese 8 obtained over  $\frac{1}{2}$  marks. The reports on history and geography are favorable, with the exception of that on the English history papers—upon which Mr. Ricketts observed that with a few exceptions the class did not come up to his expectations. In arithmetic 3 obtained over  $\frac{1}{2}$ , and 7 more over a  $\frac{1}{4}$  marks. The report on algebra is satisfactory, as also that on Euclid.

*First Class.*—34 were examined in the first class, of whom two obtained  $\frac{1}{2}$  marks or more, and eight others above  $\frac{1}{4}$ .

*Lower School.*—Thanks are due to the masters for the assistance given in the examinations of these classes, both at the annual examination, and also during the year. Mr. Venkatarámaiya's class did remarkably well, three boys being found good enough for promotion to the matriculation class.

The F. A. candidates of this year consisted entirely of last year's failures. Three of the five sent in from the High School passed, all in the second class. The matriculation candidates were very successful. Out of twelve sent up eight passed, two in the first class, and one of these has taken the highest place as yet gained by any Mysorean.

One student, Mahomed Ali, who for over a year has been hardly more than nominally reading in the school on account of preparing for the law examinations, has just taken a very creditable place in the Criminal and Civil Higher Grade, Special Test Examination. We hope he will now settle down steadily to working for his degree. Narahari Rao, a former scholar and teacher, has also been successful in the M. L. degree examination.

The prizes in the upper school have as usual been assigned chiefly on the results of the annual examination; but it appears that those students who have been most successful during the year, have also gained first places at the annual examination. In the lower school, the daily marks, those obtained at the monthly examination and at the annual examination, have equal weight in determining a boy's position in his class.

We are indebted to the Chief Commissioner, Captain Clarke, and Mr. Garrett for kindly contributing prizes.

I must express my regret at the hasty manner in which this report has been prepared, and I fear that several things worthy of notice have been omitted. In conclusion I have to express my thanks to the masters for the ready aid they have given me during the year, and the interest they have shewn in their work. I wish also to remark that the conduct of the senior scholars has with scarcely any exceptions been very exemplary.

(Signed) CHARLES WATERS, *M. A.*,  
Principal.

## APPENDIX II.

### I CIRCLE.

#### *Inspector's Report.*

I have the honor to report on the progress of education in the four Districts of Bangalore, Kolár, Mysore, and Hassan, constituting the First Circle, of which I resumed charge on the 6th of June.

2. *Number of Schools.*—There are under inspection in this circle at the end of the year 412 schools, of which 317 are Government, and 95 aided and private. They belong in the following proportion to each district.

District.	Boys' Schools.			Girls' Schools.			Normal and Special Schools.	Total.
	Upper.	Middle.	Lower.	Upper.	Middle.	Lower.		
Bangalore ...	4	10	100	3	2	18	7	144
Kolár ...	1	1	105	...	...	3	...	110
Mysore ...	2	4	79	..	...	4	...	89
Hassan ...	1	1	63	...	...	3	1	69
Total.....	8	16	347	3	2	28	8	412

3. *Number of Scholars.*—The entire number of pupils receiving instruction in these schools amounts to 16,023, namely 13,805 male and 2,218 female. On distributing them in accordance with the foregoing table, the following results are obtained:—

District.	Boys.			Girls.			Pupils in Normal and Special Schools.	Total.
	Upper.	Middle.	Lower.	Upper.	Middle.	Lower.		
Bangalore ...	622	660	3,669	209	139	1,371	941	7,811
Kolár ...	65	61	2,636	...	...	144	...	2,906
Mysore ...	439	94	2,372	...	...	231	...	3,136
Hassan ...	142	29	1,821	...	..	115	63	2,170
Total.....	1,268	844	10,696	209	139	1,861	1,004	16,023

4. *Gradation of Schools.*—The Government schools are divided into (1) District, (2) Talook or county, and (3) Hóbli or village schools, (4) Girls' schools, and (5) Normal or other Special schools.

5. *Organization of Schools.*—The district and talook schools were organized in 1866 (by my circular of the 18th September). The Anglo-vernacular schools were provided with a curriculum leading through six classes up to the standard of entrance at the Madras University. For Kanarese and Hindustáni schools four classes were prescribed, the studies laid down being in advance of such as were either at that time or are even now usual in vernacular schools.

6. *Results of the Organization.*—Previous to these arrangements no regular system was pursued in the Government schools. Each Head Master introduced his own system, and used such text books as the Judicial Commissioner allowed. A long enough time has now passed to admit of an estimate being formed of the working of the new regulations.

7. *Effect on Anglo-vernacular Schools.*—As regards the Anglo-vernacular schools at district head quarters, the Rájá's school at Mysore and the district school at Hassan may be quoted as instances in which the system has been successfully pursued, and yet Hassan was formerly pronounced a very unhopeful station, the school being miserably attended. I believe therefore that an adherence to the same course in the other district schools will eventuate in results equally satisfactory.

8. The question has been raised whether the minimum standard of the University examinations should not be enforced in the district schools, and all effort to go beyond matriculation interdicted. In suggesting this course it is assumed that the schools are now "all struggling at the expense of ninety nine per cent of their students to bring up pupils for the higher University examinations." Now no one having the slightest acquaintance with the actual condition of these schools could make a statement so completely at variance with facts. For leaving out of consideration the Rájá's school, which stands on a footing of its own, and which with reference both to its origin and the competition to which it is liable, has necessarily a higher range of study, there are five district schools ; of these only one has really attained the standard of matricula-



tion, and two others have barely touched it. The two cases in which Hassan has gone beyond were quite exceptional, and not results of the regular school work. So far then from these schools invading the Province of the higher University examinations, very much remains to be done before they reach even the lowest, and there cannot be a doubt that matriculation must continue to be in practice, as it is by intention, the limit of their standard of instruction.

9. But it may be worth while to go into the question a little more in detail. The subjoined table, including all the Mysore schools that have succeeded in passing candidates, gives the history of the matter at a glance.

School.		No. passed Matriculation in								No. passed F. A. in				
		1863	'64	'65	'66	'67	'68	'69	'70.	1866	'67	'68	'69	'70*.
Aided.	High School ...	1	2	7	7	10	4	10	7	3	1	6	4	2
	{ Native Educational Instn....	—	—	—	1	4	2	3	3	—	2	5	2	2
	London Mission Institution...	—	—	—	—	4	6	4	1	—	2	3	1	
	Wesleyan Mis. School, Mysore.	—	—	—	—	4	3	1	3	—	1	3	0	
	Bishop Cotton's "	—	—	—	—	4	3	1	0	—	3	0	0	
Government.	St. Andrew's "	—	—	—	—	3	0	0	1	—	—	—	—	6
	Hassan ...	—	—	—	—	3	0	1	2	—	1	1	0	
	Rája's School...	—	—	—	—	5	4	4		—	2	2		
	Kolár ...	—	—	—	—	—	1	0		—	—	—	—	
	Shimoga ...	—	—	—	—	—	—	1		—	—	—	—	

10. From this it will be seen that the High School was the first, and till 1866 the only, institution that trained students for the University examinations. It was not however till 1865, that the school studies were arranged with this object. The previous candidates had been prepared by myself (then Principal) privately, from a conviction that it was useless to take up an isolated position and disconnect the English education of the Mysore State from the course of public instruction introduced a few years before into the great British Presidencies.

\* Owing to a new mode of registration last year, I am not sure of the F. A. results for 1870, but the point under consideration is not thereby affected.

Soon after entering on inspection work, in the latter part of 1866, I organized all the provincial schools, as referred to in a former paragraph, appointing matriculation as the standard to be reached in the higher class of district schools. Aided private schools at the same time entered the field of competition, and the list in the above table for the year 1867 shews how general and simultaneous was the adoption of the University course.

11. But it further appears from the list that, with the exception above pointed out of the Rája's school, all the institutions engaged in the 'struggle' for the higher examinations are aided and not purely Government schools. Over the action of these private schools Government, as a rule, disclaims any control. But if matriculation is fixed as the highest standard of instruction in all schools directly connected with Government, except one, which it is desired to constitute a central college, it is difficult to see on what ground the right should be waived of imposing a similar restraint on private institutions, which derive from Government the means wherewith to carry on higher studies. For it is with the share they get of the public funds that these schools chiefly maintain the superior teachers capable of training up candidates for the University examinations, so much so that the withdrawal of those funds would immediately be followed by the dismissal of these very masters. As regards therefore any course which Government may see fit to adopt in the matter of the higher English instruction, all the schools concerned are substantially Government schools and equally subject to its control. It is thus within the power of Government to concentrate the discursive efforts now expended on such education and to draw them into one channel.

12. In addition to the district schools, there are a few Anglo-vernacular schools of an inferior grade at some of the talook head quarters. These were included in the organization of 1866. Some of them, however, established to supply a temporary and limited demand, have since been abolished, and it seems advisable rather to improve the others than to increase their number. For besides being disproportionately expensive, they often tempt boys to enter upon a course of instruction unsuited to their prospects in life and at best very imperfect, thus positively, as

it seems to me, increasing the sum of human misery. Where English can neither be thoroughly taught nor the study continued for a sufficient length of time, it is clearly better to confine attention entirely to the vernacular.

13. *Effect on Kanarese Schools.*—The talook Kanarese schools have greatly improved, but still come short of the desired standard. I do not find that this is due to any fault inherent in the scheme of lessons. It arises from social circumstances powerful enough to overbear the inducements to a higher range of study. The poverty of the parents and their consequent inability not only to dispense with the earnings of their children, but to incur any further expenditure for the books and fees necessary for continuing their studies, must be assigned as the chief of these circumstances.

14. The withdrawal of boys from school before they have completed the appointed course of instruction, and as soon as they have acquired an elementary knowledge that will barely serve for transacting the commonest business, is the great drawback to the progress of the schools. But this is an obstacle not peculiar to this country or even to this part of the world. The following quotation from a late number of the *Saturday Review* shews the operation of the same cause in England. "This is what hinders the education of the lower classes. The agricultural laborer wants his boy to go into the fields at ten years old, just as the small manufacturer wishes to set his boy down at the desk at sixteen. Even if the education were made absolutely gratuitous, the balance would still be on the wrong side of the account. The time would be spent to no direct pecuniary profit even if the boy were not, as friends will assume, rendered less capable than before of doing the work for which he is destined."

15. In what way these difficulties are to be met and overcome, it is not easy to decide. I have, however, proceeded on the two following counteracting principles. To make the instruction of the lower classes as substantial and complete as possible, and to insist upon a superior training of school masters.

16. On the first of these principles, I am opposed to the use of books published in separate parts. For it is generally, if not invariably

the case that a boy who has gone through the first part, or at most the first and second parts of, say, a grammar or arithmetic, stops there. He not unnaturally assumes, as also do his friends, that having completed one or, as the case may be, two books on the subject, he has learnt, if not all that might be taught about it, at any rate a good deal, and perhaps as much as he will ever require, an opinion powerfully seconded by a consideration of the expense attending promotion to the use of the more advanced parts. An advocate for the issue of books in portions may say that a boy feels some pleasure in beginning a new book. But a momentary gratification of this sort is of no account when the necessity for purchasing the book threatens to cut short his education.

17. A graduated course of lessons is indeed indispensable, but I have striven to prevent the mere multiplication of books arising from the sub-division of those on the same subject. A boy once in possession of a complete book is provided with all that he requires as long as he shall continue to study the subject of which it treats, and has further an inducement to persevere till he has reached the end when he knows that it will give him a mastery of the whole subject. This interest is evidently wanting in the case of a book which he understands is only preliminary to another, and that to another and so on. Even granting that he does not after all finish the book at school, he has it by him for reference on such points as he has not learnt, and will in many cases be led by curiosity and a desire for improvement to study it to the end for himself. At all events ample means have been placed in his hands for prosecuting the particular study to a satisfactory point.

18. Another advantage of using complete books is that they can be bought once and for all by the boy's friends, who, it may be conceived, are much more willing to provide him with what he requires at the outset of his school career than afterwards. A common source of danger to the boy's schooling is thus avoided, for each fresh application for money to buy books gives an opportunity and excuse for abruptly removing him from school.

19. The second remedy proposed was the superior preparation of school masters, that they may be able to exercise greater judgment in the instruction of the most juvenile, and turn to best account every moment of the probably limited time during which the children will remain

under their care. For after all it is not the amount of information, so to speak, injected into him at school, but the imparting of a right direction and bias to his mind in the path of knowledge, that is of value to the pupil in riper years.

20. The premature removal of boys from school can be checked only by providing some equivalent for the loss sustained by parents in foregoing the services of their children. This may be done by means of scholarships, as in English schools, or by holding out prospects of permanent employment. No such encouragements at present exist for vernacular schools, though sometimes a promising boy has been induced to remain at school by appointing him as a paid monitor or junior assistant master. Even this resource however is cut off, should a recent ruling of the Supreme Government (No. 11 G., Foreign Department, General, dated 5th January 1871) be final, that no allowance can be granted for the purpose.

21. *Effect on Hindustáni Schools.*—Owing to the insignificant number of these schools and the want of trained masters, the organization provided for them may be considered to have remained in abeyance, except in the case of the Kolár school, which, having enjoyed exceptional advantages, has followed out the course and made conspicuous progress.

22. *Continuation of the Report.*—After this retrospect, I proceed to give a few particulars regarding the various schools inspected during the year, and propose at the end of my report to add some remarks on what remains to be done for public instruction.

## I. GOVERNMENT SCHOOLS.

### 1. DISTRICT ANGLO-VERNACULAR SCHOOLS.

School.	Number of Pupils in each class.							Total.	Number of Masters.
	Mat.	I.	II.	III.	IV.	V.	VI.		
Mysore (Rája's) B. A. 1., F. A. 8.	21	16	27	20	25	45	56	219	10
Hassan ...	...	16	13	12	15	14	72	142	6
Kolár ...	9	9	5	10	9	17	6	65	5

23. *Rāja's School, Mysore.*—This is the leading Government school in the Province next to the High School, Bangalore, and contains 219 pupils in the English branch. At the University examinations two candidates passed the first examination in arts, one taking the high position of fifth in the first class, the other was eighth in the second class. In matriculation four passed, one in the first class. Two of the assistant masters were removed during the year to His Highness the young Mahārāja's private school to take part in instruction. Their places have been suitably filled up, and some additions made to the teaching staff. In June the rates of the school fees were considerably raised, so that an amount was realized for the year of Rs. 1,642, against Rs. 838 last year and Rs. 554 the year before. Cricket and athletic sports have been lately introduced among the boys, and are very popular.

24. After the inspection in November last, I reported as follows on the junior classes. The third and fourth classes, and especially the former, gave me much greater satisfaction than the others. I may except however the sixth, composed of little boys at all stages of the first book and alphabet. These did well according to their ability. In the third class may be discerned the nucleus of the future, composed as it is of very promising and intelligent boys, who will hardly fail to gain distinction for the school by and by as alumni of the college department.

25. The condition of the Rāja's school, viewed as a whole, reflects great credit on the Head Master, Mr. J. Dunning, to whose painstaking superintendence its successful career of late is mainly due. I should be glad to see him in possession of as well qualified a staff of assistants as is now required for upholding the status of the school.

26. *Hassan District School.*—This school continues in a flourishing condition highly creditable to the Head Master, Mr. Haldwell, and an enlargement of the premises has been necessary to accommodate the increasing number of pupils. Two of the students passed in the last matriculation examination. At the annual inspection I was very pleased with the first class, and in a less degree with the second. The third and fourth classes did not do equally well, but the fifth and sixth acquitted themselves fairly. The game of cricket is cultivated among the

boys with great zest, and former students have carried a love of it with them to other stations, as will be related in another part of the report.

27. *Kolár District School*.—This school maintains its popularity, and, as at Hassan, the school building has been extended during the past year. The candidates sent up for matriculation did not pass, but will probably do so at the next examination. One of the successful candidates from the High School was previously educated here. The first class did not do well in several of their lessons at the inspection, and the second was, I think, in a better condition. The other junior classes did fairly. But much labor has yet to be expended on the school altogether, before its condition can be looked upon as satisfactory. The recent visit of the Chief Commissioner has been a great encouragement. The Deputy Superintendent has obligingly promised, at my request, to provide the boys with a large play-ground close to the school, a boon which there is no doubt will be fully appreciated.

## 2. TALOOK ANGLO-VERNACULAR SCHOOLS.

SCHOOL.	No. of Pupils in each class.						Total.	No of Masters.
	I	II	III	IV	V	VI		
Chennapatna ...	...	4	7	...	2	5	18	2
Chikka Ballápura ...	9	4	8	11	9	20	61	4
Gandlupété ...	...	...	...	6	16	10	32	1
Hunasúru ...	...	...	9	5	11	8	33	2
Holé Narasipura ...	...	...	...	11	5	13	29	2

28. *Chemapatna*.—This school has a number of adverse influences to contend against, arising from the character of the town and its extreme unhealthiness. The pété is inhabited principally by Musalmáns engaged in trade with the Western Coast, to which they make an annual expedition, lasting several months, and Dása Banajigaru. For the former sect there are two Hindustáni schools, where, as usual with Musalmáns, all the instruction required by the boys is obtained in their own language, and the latter sect have no desire or necessity for English.

29. The poor and irregular attendance of pupils, and continued ill-health have had a depressing effect on the masters, as well as a report frequently brought to their ears that the school is to be given up. It is in fact a question whether the expenditure now incurred on account of this feeble institution should not be saved for application to more profitable purposes. The average daily attendance since last April has been 16 out of 21, the average number of pupils on the roll, and there seems but the faintest prospect of matters changing for the better. The masters apparently are not to blame for this state of things, which arises from circumstances beyond control.

30. *Chikka Ballápara*.—This is a very promising school, but was much disturbed some months ago by ill-feeling between some of the masters and the higher boys, which found expression in perpetually recurring petitions. Since an inquiry was made into the matter, the unpleasantness has subsided, and there has been no repetition of complaints. At the inspection the second or highest class was examined more at length than any of the others. The reading was indifferent, and the explanation of language lessons very imperfect. Arithmetic and algebra appear to have received a good deal of attention and were well done. Euclid was very unequally known. The knowledge of geography was moderate. There appeared to me a want of animation about the class. The master is an energetic teacher, and will learn by experience how the receptive powers of his pupils may be developed.

31. The third class read very well, and two of the boys acquitted themselves with much credit in all their studies. The fourth class did fairly, but were backward in arithmetic. These two classes are under the first assistant, Nádamuni Náidu, and are well managed. The fifth class calls for no particular remark. It is taught by the second assistant, Séshagiri Rao, who thus has the lightest share in the work of the school. The sixth class is in three divisions, and the results of the examination were as good as could be expected. The third assistant, P. Subba Rao, has charge of this. Though an intelligent lad, I think him decidedly too juvenile for the post.

32. *Gundlupeté*.—This school contained 35 pupils at the time of inspection, belonging to the fifth and sixth classes. Its general condi-



tion indicated attention and careful teaching on the part of the Head Master, Krishnappa. The building used for the school is rented from a local sáhukár, who wishes to have it vacated, but I induced him to consent to let the school remain in it for some time longer. The boys have formed a cricket club under the guidance of the Head Master, who was one of the first eleven at the Hassan School. The manner in which they confided to me their opinion that "cricket is a good play," shewed that they enjoyed it immensely.

33. *Hunasúru*.—From the register of admissions it appears that 249 boys have passed through this school since its establishment in March 1861. Of those who have joined the Bangalore High School, one matriculated in 1869 after a few months' study there. Many former pupils are doing well in Government employ. The results of the last examination were favorable in most of the subjects of instruction. Arithmetic however was very badly done in the third class (the highest.) Both the Head Master (Mr. Wright) and his assistant (Marisámi) have evidently striven to do their duty, though I fear that the former, from mistaken ideas of discipline and not from any want of feeling, is rather given to terrorising his pupils.

34. *Holé Narsipura*.—This school has made improvement during the year, but is still not up to the mark. The Head Master, (Késavaiya) who teaches the second and fifth classes, will improve as he gains experience. The assistant, (Séshagiri Rao) in charge of the fourth and sixth classes, has lately been transferred to this station, and is carrying on his duties steadily.

### 3. TALOOK KANARESE SCHOOLS.

35. BANGALORE DISTRICT.—Of the thirteen talooks of this district ten are provided with Kanarese schools. Bangalore, Anekallu and Kánakánahalli remain. The first is so well supplied with schools of all descriptions, that the establishment of a Government Kanarese school may very well be dispensed with. Anekallu also has a good school, connected with the London Mission. Should this be given up, a talook school would be required. Kánakánahalli formerly had a Government school, but owing to the little support received from the people it was closed in 1867. It is believed that a desire now exists for its re-establishment, due perhaps to the influence of the present enlightened Amildar.

SCHOOL.	No. of Pupils in each Class.						Total.	No. of Masters.
	I.	II.	III.	IV.				
				A.	B.	C.		
Chennapatna	...	...	...	8	11	20	39	2
Closepété	...	...	...	20	20	40	80	2
Dévanahalli	...	...	...	10	27	...	37	1
Dodda Ballápura	...	...	6	5	8	18	62	5
Kengéri	...	...	...	12	30	...	42	1
Mágadi	...	...	...	6	22	4	29	2
Nelamangala	...	...	...	5	14	14	47	2
Yelahanka	...	...	3	11	30	...	44	2

36. *Chennapatna*.—This school contains only half the number of pupils that had joined it previous to the setting in of the sickly season in November. The present Head Master does not seem at all suited for the work in this school, and many of the best boys have left since his taking charge of it. He has no doubt been a great sufferer from fever, but, apart from this, has been wanting in proper attention to the interests of the school. The assistant, Reddi Cheluvaiya, seems to have worked well; but during the last few months has not exerted his influence as before, partly owing to the counteraction of his efforts by the Head Master. The school however is a hopeful one, and with the return of a healthier season and the appointment of an efficient Head Master, I expect to see the classes again filled.

37. *Closepété*.—This school has a good and increasing attendance, and under the present Head Master has made very satisfactory progress. Another assistant seems necessary.

38. *Dévanahalli*.—The attendance is poor for such a large place but the boys have been well taught, and the master evidently takes an interest in the work. He complains that the boys will not remain at school after passing through the third class, being satisfied with their attainments up to that point.

39. I was addressed on the subject of an English school by about 15 very respectable lads who were present during the examination as spectators. They were pupils of the late English school, and attributed

its abolition entirely to the master now dismissed. They promised a regular attendance of 25 pupils, should it be re-opened. I held out no hope that their request would be complied with.

40. It is a matter for regret that the late English master should so long have remained in charge of the school to the prejudice of educational interests in the town. Every opportunity that offers will be availed of to re-awaken an interest in the school on the part of the residents.

41. *Dodda Ballápurá*.—The attendance at this school, though still high, has fallen off very much during the past year. This may be attributed to the setting up of two private schools within the town, close to the houses in which the boys live. The Government school being outside the town, and at a considerable distance from some parts, is thus placed at a disadvantage compared with these inferior schools closer at hand. At the same time there did not appear to me sufficiently decided evidence that the boys in the Government school had been carefully taught. The Head Master takes the second and third classes together, and so little distinction seemed to be preserved between them, that they may virtually be deemed one class. The lessons were at the best imperfectly done.

42. *Kengéri*.—This is a new school and opened in supersession of a flourishing hóbli school, since removed to a neighbouring village. The progress has been good in proportion to the time the boys have been under instruction. The school premises are very confined, but no other place is procurable.

43. *Mágadi*.—This school has a large attendance and appears to enjoy, along with the master, a considerable measure of popularity. The want of Telugu instruction, however, is represented as a drawback, and I have directed that lessons should be given in that language to those who desire it, until a master can be appointed especially for it.

44. *Nelamangala*.—After an inspection in September I reported as follows on this school. "The number of pupils is very encouraging, but the standard of the school is low, owing to its comparatively recent establishment. A third class will now be formed however, and promotions made throughout. The results of the examination were on the whole creditable. The great drawback is the inability of the two mas-

ters to superintend effectually the studies of so large a number of pupils." I regret that since that time the progress of the school has been interfered with by the removal of the Head Master for a short time to an acting appointment in the Second Circle, his *locum tenens* having managed to drive away a large number of the boys.

45. *Yelahanka*.—I was not altogether satisfied with the examination of this school. Though pains had evidently been taken with the pupils, there was a want of method in the instruction. The master is an exceedingly clever man, a Vaidika Brahman, but he has, I think, yielded too much to the wishes of the boys and their parents as to the lessons they desire to have taught in the school. Arithmetic was imperfectly understood. The language lessons were better done. I consider that the school is a very improvable one. The Amildar and other officials give it every countenance, and the people of the place seem to feel an interest in it. When the new premises have been erected it will be easier for the master to maintain proper oversight of the school than is possible in the present confined building.

46. **KOLAR DISTRICT**.—Every talook in this district has a Kanarese school, altogether eleven in number. They are situated, with the exception of one in Málúru Talook, at the head quarter station ; but as the London Mission maintained a school in Málúru, the talook school was established in Narsápura, a large village, 12 miles away.

SCHOOL.	No. of Pupils in each Class.						Total.	No. of Masters.	
	I.	II.	III.	IV.					
				A.	B.	C.			
Bágépalli	...	...	...	8	13	...	...	21	1
Bowringpété	...	...	...	...	11	7	12	30	1
Chikka Ballápura	...	...	...	2	11	12	34	61	2
Chintámáni	...	...	2	9	13	12	20	51	2
Góribidanúru	...	...	...	6	8	...	...	22	1
Gudibanda	...	...	...	12	16	16	14	58	1
Kolár	...	...	4	16	16	...	...	76	2
Mulabágalu	...	...	5	8	56	...	...	35	2
Narsápura	...	...	3	6	22	...	...	30	1
Srínivásapura	...	...	...	...	21	...	...	16	2
Sidlaghatta	...	...	...	10	16	...	...	24	1
	...	...	...		14	...	...		

47. *Bágépalli*.—I found this school in anything but a flourishing state. It is held in the temple of Vignéshvara, but I examined the boys in the talook cutcherry, where they had been drawn up without my knowledge to prevent the desecration of the temple, which would have resulted from my admission. The lessons had been fairly taught, and questions in geography especially were answered with great readiness, but the irregular attendance of the boys had interfered with their progress. I endeavoured to interest them in the matter of their education and I would hope successfully. It appears that the town does not contain so many boys as might be expected. Several families have none, but girls seem to be abundant.

48. *Bowringpété*.—This is a new school, and has made a fair beginning. The Amildar has with difficulty obtained accommodation for it, all the available buildings, which are not many, having been taken up by the Inam Commission. The inhabitants of the place, besides officials, are mostly traders from various parts, settled here on account of the railway. Hence it is no matter for surprise that they have a greater desire for instruction in English than in Kanarese. As the master knows a little, I have allowed him to make his own arrangements in the matter out of school hours.

49. *Chikka Ballápura*.—This school has two masters, and is virtually composed of two schools, for the boys in the assistant master's charge will, it appears, be withdrawn by their parents, unless they remain in his class. This confidence in him arises from their knowledge of him as an old private teacher in the town. The single boy in the third class did well. His companions have only recently withdrawn from the school. The A division of the fourth class were also ready with their lessons. I was much pleased with the junior divisions under the assistant master.

50. *Chintámáni*.—This school is in a very flourishing condition, and has been conducted in a manner creditable to the Head Master. The talook officials and leading merchants of this great trading place take much interest in it. The latter, with the true commercial instinct, narrowly watch the progress of their boys, unwilling to prolong their education beyond the limit of what appears to them of practical use,

and equally anxious that no time shall be wasted in acquiring the ideal *quantum* of knowledge. The boys too seem to be possessed with a keen spirit of competition, determined to get as much as possible in return for the sums spent on books and school fees.

51. *Góribidanúru*.—Though this school is not what it was three years ago, under Hóblappa, still it has recovered in great measure from the decline that took place after he left. The lessons have been well taught, and the master, in spite of some ridiculous affectation, may be commended for the results.

52. *Gudibanda*.—Every boy was present in his place at the inspection, and the Amildar (since dead, I regret to say) and principal residents were spectators of the examination, which appeared to interest them. Once or twice I was interrupted for information regarding the subjects which came up in connection with the boys' lessons. The present state of Ceylon seemed quite unknown to the auditors and almost incredible. The accuracy of the notions derived from the ancient *shástrás* had never apparently been even questioned. "Is not Vibhishana there?" I was asked in the most ingenuous manner. It gives me pleasure to report that the examination was very creditable. The school has been well managed and well taught, and its condition is gratifying both as regards the numbers in attendance and the prospect of its increase and improvement.

53. *Kolár*.—I was somewhat disappointed with the examination of this school, as I had been led to expect unusual indications of progress. The shortcomings of the boys, as is customary at inspections, were attributed to their nervousness and fear of the presence of a European examiner. Something no doubt should be allowed for this, but I do not think it sufficient entirely to account for the indifferent way in which the language lessons were done. The school, however, is well attended, and continually increasing, and the master desirous of advancing himself. On the occupation of better premises, and under the eye of the English Head Master, matters will no doubt be greatly improved.

54. *Mulabágalu*.—This school is in a very creditable condition due to the active interest of the Head Master. Nearly all the lessons of the second class, the highest, have been marked in my report as "very

good." An attempt has been made to teach Euclid, but it is entirely a matter of memory.

55. *Narasápura*.—Although the second and third classes here contain only a single boy each, they have been satisfactorily taught, and the school is generally in very good order.

56, *Srīniváspura*.—This school is probably as well attended as the premises now occupied will allow, but its condition leaves much to be desired. When the building now in progress is completed, more effective arrangements will be possible, and I incline to think that a change of masters may be beneficial. Recommendations on this head will be submitted. The Kanarese assistant seems a very suitable man for his work.

57. *Sīlāghatta*.—The experimental removal of this school to a rented building within the town has resulted in attracting 33 pupils in place of 5, the highest number from March to September last, and the tendency is to a still further increase. The classes have been very fairly taught. The single boy in the second class, who aims at being made an assistant master, is the only pupil I have met with in the talook schools that has an intelligent understanding of the problems in Euclid. He has not however as yet advanced very far in geometry. The unused school building is well looked after by the Amildar, but the walls being full of white ants it is continually subject to injury. As there is little prospect that children from the town will frequent it, I would suggest the advisability of disposing of the building to the Public Works Department, to be used as a traveller's bungalow, which is much needed in that direction, and the construction with the funds thus made available of a new school in the town.

58. *Mysore District*.—This district contains thirteen talooks, in eleven of which Kanarese schools have been established. But as from this year the Mysore Ashtagram and Patna Ashtagram Talooks are to be amalgamated into one, called the Ashtagram Talook, there really remains only one school to be provided, namely in the Periyápatna Talook. As soon as sanction is obtained, a purely Kanarese branch will be opened in connection with the English school now carried on at Hunasúru, the head quarters, thus filling up the complement of talook Kanarese schools for this district.

SCHOOL.	No. of pupils in each class.						Total.	No. of Masters.
	I	II	III	IV				
				A	B	C		
Chámarájanagara	...	...	13	35	...	...	48	1
Gurdlupété	...	...	4	7	19	...	30	1
Maddúru ...	...	...	3	27	...	...	30	1
Mallavalli	...	...	7	31	...	...	38	1
Mardya ...	...	5	13	12	15	...	45	1
Mysore ...	...	7	11	109	...	...	127	2
Nai janagúdu	...	6	14	24	14	...	58	1
Narasipura (Talakádú)	...	..	4	5	16	...	25	1
Sargúru ...	...	...	...	42	...	...	42	1
Seringapatam	...	...	...	18	...	...	18	1
Yedatoré ..	...	...	7	13	...	...	20	1

59. *Chámarájanagara*.—This school is in charge of a young and inexperienced master, the results of whose teaching are very meagre. He has not a single book on arithmetic in the school, and the Kanarese map of the World appears to have been kept in his house and never shewn to the boys since it happened to fall down, soon after arrival. The state of the school is not at all satisfactory, which is much to be regretted in so large and flourishing a town. I will submit a separate proposition regarding the appointment of a better master and an assistant. The school is held in the Nagár Khána of the Rája's empty palace. This Nagár Khána, with some inconsiderable repairs and alterations, would make a good school house, and is well situated for all parts of the town. I would suggest an application being addressed to His Highness's Guardian for a grant of it for educational purposes, at all events until the accession of the young Mahárája, when it may possibly be again required for the palace service.

60. *Gundlupeté*.—This is at present an elementary school, but has made good progress, and is a valuable adjunct to the English school held in the same building.

61. *Maddúru*.—This is a poor and miserably attended school. The master has no doubt been very ill, and during my inspection could scarcely stand, but he does not appear to me a man ever likely to suc-



ceed in getting up a good school, especially in a place so depressed as Maddúru now is. The school-room I found arranged in the most confused manner, with all the windows and doors shut, except half the principal entrance. No one would have supposed the building was occupied, much less that a number of school boys were within. As the awkward and exposed situation of the school building renders it almost necessary to keep it shut, I recommend that a fence of stone posts with wooden bars between, be carried along the front, as far as the corner of the adjoining bungalow compound, where it touches the main road, the gateway of the latter being moved from its present position to that corner. A few shrubs might then be planted in front to shelter the building a little from the road and give it a more inviting appearance. On the remaining undefended side of the triangular patch of ground on which the school is built, a low mud wall would be the best protection.

62. *Mallavalli*.—This school has been established only a very short time, and has been well taught so far. With good management a large number of pupils should be collected here, as the town is extensive and well populated. Several candidates for admission were present at the inspection. The rented school room, situated in the fort, is not at all suitable for the purpose, but I made arrangements for obtaining a larger and cleaner place, now temporarily occupied by the Amildar.

63. *Mandya*.—I am disposed to give this school the highest place among the Kanarese schools of this district, next to the one at Mysore in connection with the Rája's school. The third class, which is the most advanced, has been almost broken up by sickness; but the pupils intend returning when the feverish season has passed. The master has evidently taken great trouble with his boys, and the number is large enough to warrant the appointment of an assistant. The rented school building is not altogether suitable, but no better place seems to be procurable.

64. *Mysore*.—This is our largest Kanarese school, and contained at the time of inspection 145 pupils. A second class has been formed, and some additional assistance provided for Mallappa, the able head of the school. Some scholarships might with very good effect be attached to it, according to a proposal which I submitted some time ago.

65. *Nanjanagúdu*.—This school has a good attendance, and ap-

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pears to be fairly conducted, but requires to be watched. It will henceforward have a second class, and the assistance of another master is needed. The building is in want of repairs, and has not a single mat. The floor, however, is so far uninjured. Some enclosure to the school ground is highly necessary, as it now looks very untidy, and is the regular resort of cattle.

66. *Narasipura* (Talakádu).—The following report was made after my inspection, in January. "This school had a better attendance two months ago, but on the transfer of the Amildar and several officials to other talooks, 15 of the principal boys were withdrawn to accompany their parents. The remaining boys seem to have been well taught. The small house rented for the school is in the utmost degree dark and confined, there being no opening provided but the door. Light and air were, however, admitted by the simple expedient of telling the peon to put up his hand and remove some tiles from the roof. Before leaving the town, I was fortunate in securing a large roomy house for the school, to which it has since been removed."

67. *Sargúru*.—This is a poorly attended school, and the instruction far from satisfactory. In arithmetic, for want of books, the master has picked out such rules from the advanced second part of Colenso as he imagined could be worked by rote. Hence the A division of the fourth class have been doing sums in partnership! The school building, an enclosed chatram, is as unpleasant a place as I have ever examined boys in. The floor of the room rises in stages of about 3 feet high, and it has no opening for light or air, except some small windows in the front on the lower stage. The confined nature of the upper stage, on which the school is held, may therefore be conjectured. The building is not safe, and a portion is very likely to fall down during heavy rain. No other place appears to be procurable. I therefore recommend that steps be taken for the erection of a school house. This should be situated between Sargúru and Togatagere, a large suburb, where there is an indigenous school containing upwards of 30 boys, whose parents have engaged to send them to the Government school on this private master being made an assistant, an arrangement which I propose for sanction.

68. *Seringapatam*.—This is a new school, but being established in supersession of a very flourishing hóbli school, for the transfer of which

no orders were given, and in proximity to a Kanarese school proposed for a grant-in-aid, it is poorly attended. The boys are as yet of the lowest grade, or fourth class, but have been well taught. The master is a steady painstaking teacher. In my opinion it would be well to amalgamate the talook and hóbli schools. The school is held in a very large and lofty stone mantapam, of the most massive construction. It would make an admirable school house with some alterations and repairs.

69. *Yedatoré*.—This town contains a very large number of Vaidika Brahmans, supported in the agra-hára endowed by a near relation of the late Mahárája. But owing to their being thus relieved from the necessity of earning a livelihood, the boys have no inclination to study Kanarese, and there is a poor attendance of pupils at the Government school. The building rented for the school is too small and dark. I arranged, however, for the occupation of a much more suitable and convenient house from next month.

70. **HASSAN DISTRICT**.—There are ten talooks in this district, and nine of them have schools of this grade. The remaining talook of Mahárájanadurga presents no field for a school at Alúru, the head quarters. I therefore recommend the establishment of one at Gorúru, a flourishing and populous place on the banks of the Hémávati. The people are anxious for it, and I believe the Deputy Superintendent agrees with me in considering the locality the most suitable in the talook.

SCHOOL.	No. of Pupils in each Class.						Total.	No. of Masters.	
	I	II	III	IV					
				A	B	C			
Arakalagúdu	...	...	1	4	45	...	...	50	1
Attikuppa	...	..	...	7	28	...	...	35	1
Bélúru	...	...	...	5	27	...	...	32	2
Háranaballi	...	...	...	5	33	...	...	38	1
Hassan *	...	...	...	...	...	...	...	...	1
Nágamangala	...	...	...	4	24	...	...	28	1
Narasipura	...	...	6	11	69	...	...	86	2
Nuggiballi	...	...	...	5	24	...	...	29	1
Sakaléspura	...	...	...	7	23	...	...	30	1

\* Opening unavoidably delayed.

71. *Arakalagúdu*.—The attendance at this school is improving, and the Amildar has allotted a talook peon to assist in conducting little boys to and from school along the exposed tank bund, which has long been a hindrance to the attendance of boys from the fort. The compound has been neatly enclosed with an aloe hedge, and a path made up to the school, all which was much needed, as pointed out by me three or four years ago.

72. *Attikuppa*.—This school has suffered from the action of some talook officials, who provided themselves six months ago with a private English teacher, and withdrew a number of the best boys to learn that language. I had an interview with them, and they agreed to send their boys to the Government school in the morning to learn Kanarese, reserving the afternoon for English. The Government school-master is a good teacher, but somewhat too quiet in his manner. The single boy in the third class did not answer well, which was evidently owing to nervousness, this being the first occasion on which the school has been inspected.

73. *Bélúru*.—The state of this school was below my expectation. There was reason to suspect that the entire instruction had been carried on single handed by the assistant, Gundappa, a suspicion not removed by observing that all the boys and apparatus were crowded into one room, the other being empty. I had the whole of the arrangements altered, and the classes properly distributed in the two rooms, one teacher being stationed in each. It would be a good thing if the head master, who was a Shékdar before entering the educational service, could be pensioned or removed to some suitable position in the Revenue Department. The assistant master might then with advantage have independent charge of the school. Failing any such arrangement, I recommend an increase of the pay of the latter from Rs. 10 to Rs. 12, a reward which he fully merits.

74. *Háranahalli*.—The school is now well attended, and the two masters appear to be very popular. The head master has, I fear, allowed the Sanskrit instruction, which he gives to some young men in the town, to interfere with his legitimate duties; but the people are no doubt somewhat difficult to deal with, as is generally the case where Lingáyets predominate. He said they objected to the Government course of study,

and refused to buy the appointed books. I at once called a meeting of the principal residents and explained to them the intentions of Government, and replied to the objections raised. They then professed to be satisfied with what was stated, said that their opposition arose from ignorance and dislike to new-fangled subjects of instruction for their children, and promised henceforward to raise no objections to the Government system. The head master, dubious of their professed acquiescence, read over the list of appointed studies *seriatim*, dwelling with emphasis on the objectionable items of history, geography, &c; but without eliciting any sign of a wavering resolution. It is to be hoped therefore that the school will now get on. The assistant master, I have to bring to notice, is still without salary. He will do well for the place, and has the confidence of the people. Longer delay in sanctioning his pay must be prejudicial to the interests of the school.

75. *Nágamangala*.—This school is in a good condition, and is ably and methodically conducted by the head master, lately a hóbli training master. The highest class, a third, contains only two boys, but those in the first division of the fourth are quite equal to the third class boys in many other schools. One of the pupils is a girl. The premises are not conveniently situated, and have, besides, the reputation of being haunted, which is no recommendation to a native school. I propose for a new school building, a site near the talook cutcherry, which will be a central position, and enable boys from the pété to attend, which the distance it is said now prevents.

76. *Holé Narasipura*.—This is the largest and best of the Kanarese schools in the Hassan District, and is exceedingly well taught. I very strongly recommend Siddappa, the assistant master, for an increase of pay from Rs. 8 to Rs. 10, to which he has fully established a claim by his faithful service. It will be remembered that he became connected with the Government school in 1866 under rather interesting circumstances.

77. *Nuggihalli*.—This school, only a month old when I inspected it in December, has made a very promising commencement, and the master has enlisted the good will of the residents of the place, a large number of whom are Shrivaisnava Brahmans. The school premises are commodious and well situated.

78. *Sakalāspura*.—This school is no doubt better than it has been for some time past, but still it is far from satisfactory. The master was praised for his diligence by the talook officials, but seems to be unpopular with many. He has built a thatched mud hut for himself beside the school, which I have ordered should be removed. He also sets apart one room of the school for his own use at night, all the instruction being carried on in the other. This practice, I directed, should be at once stopped, and had his things moved out and the benches and desks properly arranged in the two rooms. I recommend that in consideration of the climate of the place the master's pay should be fixed at Rs. 20 instead of Rs. 15, and I further propose that an assistant, for which sanction exists, should be appointed. The school compound requires enclosing and the construction of some steps leading to it from the main road, which is about 3 feet higher than the level of the building.

#### 4. TELUGU SCHOOLS.

79. The extent to which Telugu was spoken in the Mysore was not considered in the original proposals regarding State education, only English and Kanarese, the official languages, being taken into cognizance. As soon as it came within my observation I made a representation on the subject with especial reference to the Kolār District, where Telugu predominates. This was in 1866. But it was not till 1868, when I was acting as Director of Public Instruction, that sanction was obtained for establishing any Telugu schools. There are now five, all in the Kolār District. Yet another is required at Sidlaghatta, and there is also an application for one at Mágadi in the Bangalore District.

SCHOOL.	No. of Pupils in each Class.						Total.	No. of Masters.
	I	II	III	IV				
				A	B	C		
Chikka Ballāpura	...	...	...	7	7	26	40	1
Chintāmani	...	...	...	8	14	13	35	1
Kolār	...	...	...	8	3	21	32	1 Volunteer.
Mulabāgalu	...	...	8	15	4	26	53	1
Srinivāspura	...	...	...	18	...	...	18	1

80. *Chikka Ballápura*.—This school is the most recently established of the Telugu schools, but contains 40 pupils, and is making good progress. The others have been reported on as follows.

81. *Chintámáni*.—The Telugu branch is an indispensable adjunct to the Government school at this place. The examination was conducted before me by Krishnamáchári, the master of the Government girls' school, and formerly for many years a successful Telugu teacher in the town. The pupils appeared to have been well prepared.

82. *Kolár*.—The Telugu school here is comparatively new, but is well appreciated by the people, and I have to request that sanction may be obtained for the services of a Telugu master to take charge of it. There is a volunteer at present doing the duty under the supervision of the Kanarese master.

83. *Mulabágalu*.—This is the most advanced of the Telugu schools, and has been very satisfactorily taught. It contains two girls. The help of an assistant is absolutely required, and I beg to recommend the volunteer now acting for entertainment as a paid teacher.

84. *Sríniváspura*.—This branch contains a greater number of pupils than the Kanarese, and the results of the examination were very fair. The premises now under construction will provide more room for it, and admit of the classification being improved.

##### 5. HINDUSTANI SCHOOLS.

85. In a former part of this report the want of trained masters was mentioned as having prevented the extension of Hindustáni schools under the direct control of Government. The formation of a Hindustáni Normal Class last year has provided the means of remedying this defect, and it will soon be possible to establish more methodically conducted schools than those which exist under private management.

SCHOOL.	No. of Pupils in each Class.				Total.	No. of Masters.
	I.	II.	III.	IV.		
Kolár ...	4	6	18	35	63	3
Mysore ...	...	...	8	12	20	1
Chikka Ballápura ...	...	...	...	27	27	1

86. *Kolár*.—This school continues to be *facile princeps* of its class. The Head Master, Husén Naváz Khán, who has for several years presided over it with so much efficiency, has been lately promoted to Mysore. I trust that the arrangements made to supply his place will prove favorable to the future progress of the school.

87. *Mysore*.—This school has been many years in existence, but conducted in a very languid manner and with but a handful of pupils. Under the new head master matters have changed for the better, and in another year it should be a large and flourishing school.

88. *Chikka Ballápura*.—This is of recent establishment, and has made a very promising beginning under the certificated master, the first who has been appointed from the Hindustáni Normal Class. The school is indebted to the Assistant Superintendent, Mr. Mahammad Ali, for his active interest and support.

#### 6. HOBLI OR VILLAGE SCHOOLS.

89. A native Sub-Deputy Inspector in each district examines these schools every four months, but during my circuits I have myself gone to all those which could be visited without too great a detour from my route. In addition to this, at the annual assembly of hóbli school masters for inspection, I have personally come into contact with each individual master and obtained from his own lips an account of the progress of his school and the feeling of the people with regard to it. The information in this manner obtained both by observation and testimony, and indirectly from other sources, confirms the opinion that these schools are exercising no light influence on the agricultural and rural population. How far they answer the end of circle schools will be considered in another part of the report.

90. The annual convocation of hóbli school masters in each district for the purpose of examination is attended with advantages; but I am inclined to think that it would cause less interruption to assemble them by talooks, as I originally intended. At the time of inspecting any talook school all the hóbli masters of that talook would come up for inspection too, accompanied by some of their most advanced pupils. The plan of summoning them by districts was convenient at first, as the number was small, and the Inspector's time fully taken up with



other arrangements connected with the introduction of the hóbli schools. It seems however now desirable to revert to the system contemplated at the beginning. The Inspector will thus be able to arrange for at once visiting the schools that most need his attention while in their immediate neighbourhood.

91. BANGALORE DISTRICT.—This district contains 76 hóbli's, in 65 of which schools have been established. The eleven vacant hóbli's are situated principally in the southern talooks. For their benefit the divisional training school was located at Chennapatna, and but for the extreme unhealthiness which prevailed throughout that part of the district during the cold months, and which drove away many of the students who had placed themselves under training, I should now have been able to report the occupation of every hóbli. By the end of May, however, this will be accomplished.

92. The Sub-Deputy Inspector, Dakshiná Múrti Sástri, has been very active in the discharge of his duties, and evidently feels an interest and pride in the work. In his report he has divided the hóbli schools of the district into three classes; 1st. Those in which both attendance and progress are good: 2nd. Those in which the attendance is good, but progress not satisfactory: 3rd. Those in which neither attendance nor progress are satisfactory. In the first class he places 31 schools, 17 in the second, and 13 in the third. Of the castes to which the pupils belong, it is stated that 376 are Brahmans, 80 Musalmáns and 1,170 ryots and other Súdrás. There are altogether 23 girls in the schools, and 93 adult night students. Detailed information will be found in the following table.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
ANEKALLU TALOOK.											
1	Attibele	Attibele	...	...	8	5	22	...	...	35	2
2	Háragadde	Háragadde	...	...	1	6	7	...	...	14	1
3	Iggalúru	Iggalúru	...	...	...	...	11	...	...	11	1
4	Jigani	Jigani	...	...	..	4	16	...	...	20	1

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
BANGALORE TALOOK.											
5	Agara	Agara	...	...	...	7	3	16	...	26	1
6	Yessavanchapura	Hebbála	...	...	...	5	9	12	...	26	1
CHENNAPATNA TALOOK.											
7	Chennapatna	Mailnáyakanahosahalli	...	...	...	...	7	10	...	17	1
8	Honganúru	Honganúru	...	...	...	6	4	14	...	28	1
9	Molúru	Molúru	...	...	...	6	5	9	...	20	1
10	Múdigere	Mákunda	...	...	...	...	...	14	...	14	1
11	Virupákshipura	Akkyúru	...	...	...	...	...	15	...	15	1
CLOSEPETE TALOOK.											
12	Bhairamangala	Bhairamangala	...	...	...	...	...	21	...	21	1
13	Closepété	Sugganahalli	...	...	...	...	...	15	...	15	1
14	Kúnagallu	Kúnagallu	...	...	...	...	...	7	...	7	1
15	Mákali	Jálavangala	...	...	2	...	...	...	...	2	1
DEVANAHALLI TALOOK.											
16	Búdigere	Búdigere	...	...	...	9	24	39	4	985	2
17	Chennaráyapatna	Chennaráyapatna	...	...	...	4	10	7	2	225	1
18	Dévanahalli	Kannamangala	...	...	...	...	7	20	3	30	1
19	Jangamakóté	Jangamakóté	...	...	...	4	4	9	...	17	1
20	Kalluhalli	Kyálanúru	...	...	...	5	10	10	...	25	1
21	Kundána	Bírasandra	...	...	...	...	...	15	...	15	1
22	Vadigénahalli	Molúru	...	...	...	3	17	6	1	27	1
DODDA BALLAPURA TALOOK.											
23	Dodda Ballápura	Aralumalligé	...	...	...	...	...	10	...	10	1
24	Honnávára	Honnávára	...	...	...	6	3	17	1	17	1
25	Hulikunté	Hulikunté	...	...	...	...	...	15	...	15	1
26	Kákolu	Kákolu	...	...	...	...	...	0	...	10	1
27	Kódihalli	Márasandra	...	...	...	3	6	8	...	724	1
28	Rájaghatta	Melékóté	...	...	...	...	...	438	...	42	1
29	Tippúru	Hanabé	...	...	...	4	8	12	...	24	1
30	Túbagere	Túbagere	...	...	...	6	16	18	...	444	1

No.	Hóbbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
HOSAKOTE TALOOK.											
31	Gubbi	.. Bidaruhalli	...	...	6	8	8	4	2	28	1
32	Hosakóté	.. Lakkondahalli	...	...	...	10	11	...	5	26	1
33	Hullúru	.. Távarékere	...	...	5	2	7	...	2	16	1
34	Kádguđi	.. Kádguđi	...	...	12	8	12	...	18	50	1
35	Nandagudi	.. Hindiganálu	...	...	10	9	26	...	...	45	1
36	Súlibelé	.. Súlibelé	...	...	10	10	26	...	...	46	1
37	Vágatta	.. Vágatta	...	...	15	8	13	...	12	48	1
KANAKNAHALI TALOOK.											
38	Háráhalli	.. Háráhalli	...	...	...	...	15	...	...	15	1
39	Kánakánahalli	.. Kánakánahalli	...	...	...	...	16	...	...	16	1
40	Mudavádi	.. Mudavádi	...	...	...	...	30	...	...	30	1
41	Tungáni	.. Tungáni	...	...	...	...	16	...	...	16	1
KENGERI TALOOK.											
42	Bidadi	.. Bidadi	...	...	12	12	10	...	...	34	1
43	Kengeri	.. Chikkanahalli	...	...	2	4	20	...	...	26	1
44	Távarekere	.. Távarékere	...	...	4	6	10	1	...	21	1
45	Uttarahalli	.. Uttarahalli	...	...	2	3	8	...	10	23	1
MAGADI TALOOK.											
46	Gudémárnahalli	.. Mótaganhalli	...	...	10	8	20	...	...	38	1
47	Hulikallu	.. Hulikallu	...	...	4	4	14	...	...	22	1
48	Kudúru	.. Kudúru	...	2	8	7	28	...	...	45	1
49	Sátanúru	.. Kálya	...	...	...	...	...	...	...	...	...
50	Sólúru	.. Sólúru	...	2	8	10	29	...	...	49	1
NELAMANGALA TALOOK.											
51	Bégúru	.. Bégúru	...	...	5	4	6	3	...	18	1
52	Doddabelé	.. Doddabelé	...	...	...	...	13	...	...	13	1
53	Mailnahalli	.. Mailnahalli	...	...	14	4	6	4	8	36	1
54	Nelamangala	.. Alúru	...	...	...	...	216	...	...	18	1
55	Nijagallu	.. Dobbspété	...	...	4	3	5	...	...	12	1
56	Sondékoppa	.. Sondékoppa	...	5	7	7	21	...	6	46	1
57	Tyámagondlu	.. Billankóté	...	...	6	2	5	...	...	13	1

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No of Masters.
			I.	II.	III.	IV.	V.				
SARJAPURA TALOOK.											
58	Bégúru	... Bégúru	...	...	...	5	5	12	...	22	1
59	Bidarakuppé	.. Bidarakuppé	...	...	...	...	...	22	...	22	1
60	Mugalúru	... Mugalúru	...	...	...	9	8	8	...	25	1
61	Sar,ápura	.. Dommasandra	...	...	...	4	7	36	...	47	1
62	Vartúru	... Gunjúru	...	...	...	9	9	18	...	36	1
YELAHANKA TALOOK.											
63	Jála	... Bettad alasúru	...	...	...	4	5	12	...	4	25 1
64	Krishnará,apura	... Krishnará,apura	...	...	...	...	...	10	...	10	1
65	Yelahanka	.. Bánávára	...	...	...	5	5	14	...	24	1

93. *Anekallu Talook.*—The school at Attibelé is the only one in this talook in a satisfactory condition.

94. *Bangalore Talook.*—Both the schools, Agara (better known to the Hunt and frequenters of the Royal Artillery practice as Agram) and Hebbála, are well reported of, especially the former. The majority of the pupils are of the ryot class.

95. *Chennapatna Talook.*—All good schools, and improving. At Molúru the establishment of a Sanskrit school has drawn away some pupils, and at Mailnáyakana Hosahalli the prevalence of fever has led to many desertions. Mákunda is entirely inhabited by ryots.

96. *Closepété Talook.*—Jálavangala had some months ago the largest school in the district, but owing to dissensions among the people a current of ill-feeling set in against it. No blame is attached to the master, who is one of the best of our hóbli teachers. Suggana-halli and Bhairamangala schools are doing well, the latter quite a new one.

97. *Dévanahalli Talook.*—Búdigere school is the best here, and has the largest attendance of any in the district. Its progress is described as

uniformly good. Jangamakóte school has been disturbed by factious disputes and the opposition of a deserter from the training school, who should be made to refund the advances received by him from Government. The Mélúru master wants experience in teaching, but the school is likely to improve, as also that at Bírasandra. Kyálanúru school is not doing so well as it should. Kannamangala school is satisfactory. Chennaráyapatna is a small place, but there is no larger village in the hóbli.

98. *Dodda Ballápura Talook.*—Túbagere and Márasandra schools have good masters, and are getting on well. The Hanabé master is a very unsatisfactory man. Honnávár school will be better attended after the harvest work is over. Melékóte school is in an improving condition. The others are comparatively new and require a longer trial.

99. *Hósakóte Talook.*—Kádgudi, Súlibelé and Vágatta have large and flourishing schools. In the second of these places there are also three private schools of the old stamp. All the other schools are making good progress, except Távarékere, which at first declined very much under the present master. It is now picking up again.

100. *Kánakánahalli Talook.*—Two months ago there was not a school in this talook. There are now four, all of which have made a promising commencement.

101. *Kengéri Talook.*—All the schools are doing well. The Chik-kanahalli master is a clever man, and had his school in Kengéri until the talook school was established there. His present pupils are every one children of ryots. The master first appointed to Uttarahalli absconded, and no clue could be found to his whereabouts. He was, however, at last traced out, and made to refund the money received by him while under training, amounting to Rupees 65.

102. *Mágadi Talook.*—Sólúru, Kudúru and Mótaganhalli schools are all flourishing. At Hulikallu the people have taken a dislike to the master, apparently from no fault of his. He will, however, be exchanged with some one else.

103. *Nelamangala Talook*.—There are very good schools at Sondékoppa and Mainahalli. Alúru and Bégúru schools are improving. Dobbspété school, being poorly attended, has been transferred to Yelekétanahalli, and Billankóté school to Tyámagondlu.

104. *Sarjápura Talook*.—Dommasandra and Gunjúru schools are very well reported of, and those at Mugalúru and Bidarakuppé are also getting on fairly. Bégúru school is less satisfactory, but will improve.

105. *Yelahanka Talook*.—Bettadalasúru and Bánávára schools are satisfactory. Krishnarájapura school suffered very much from the continual absence of the master. A new man has now been appointed, and it will probably recover itself in a few months.

106. **KOLAR DISTRICT**.—Out of 81 hóblis 78 have been occupied with schools. The remaining 3 will be filled up in another month, so that the settlement of this district may be reported as complete. The Sub-Deputy Inspector, Shámáchári, has somewhat abated his original activity, but the schools generally appear to have been properly looked after, and a large number are in a flourishing state. Permission has been given as in the case of the talook schools of this district to introduce Telugu lessons wherever required.

107. Almost every caste is represented among the pupils. Ludicrous efforts are sometimes made to retain a higher position in the school class in virtue of caste than can be made good by personal ability. The Sub-Deputy Inspector humorously describes the elongated face of the Shánbhóg in a certain village when he sees his son always taken down at the public examinations by the younger boy of one of his peons. The number of girls at present is 15. There appear to be some scruples as to the propriety of their attending the same schools with boys. But this objection it should not be difficult to overrule in small country places. The number of adult night students is very much less than it was some months ago. It is only at seasons when field work is slack, that this class of pupils will attend. A rise in the price of lamp oil seems, however, to have driven away some, as they are all required to contribute towards the expense of lighting.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Schools.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
AMBAJIDURGA TALOOK.											
1	Ambájidurga	Uppárpété	...	...	7	9	10	...	...	26	1
2	Chintamani	Ganjúru	...	...	7	11	14	...	...	32	1
3	Iragampalli	Iragampalli	...	8	7	8	14	...	...	37	1
4	Kaivára	Kaivára	...	2	7	5	6	20	...	40	1
5	Kurubúru	Kurubúru	...	...	6	5	4	1	...	16	1
6	Muragamalé	Hebbari	...	...	7	11	6	...	...	24	1
BETMANGALA TALOOK.											
7	Bétmangala	Bétmangala	...	...	6	6	4	...	...	16	1
8	Búdikóté	Búdikóté	...	...	5	4	12	...	...	21	1
9	Dásarahahalli	Uriga	...	...	6	4	10	...	...	20	1
10	Kámasandra	Kámasandra	...	6	8	14	...	...	...	28	1
11	Kyásámballi	Kannúru	...	...	...	8	6	...	...	216	1
12	Rámaságara	Sarvareddipalli	...	...	4	3	7	...	...	14	1
13	Súlikunté	Súlikunté	...	4	5	4	5	...	...	18	1
14	Táyálúru	Táyálúru	...	2	5	4	8	...	...	19	1
CHIKKA BALLAPURA.											
15	Avati	Avati	...	1	5	12	8	14	...	38	1
16	Manchanabelé	Manchanabelé	...	3	6	6	23	...	...	38	1
17	Manchénahalli	Manchénahalli	...	...	12	4	15	...	...	31	1
18	Nandi	Nandi	...	3	5	6	4	2	...	20	1
19	Perisandra	Perisandra	...	...	...	...	...	...	...	...	1
20	Púrnaságara	Kéténahalli	...	...	...	...	...	...	...	...	1
GORIBIDANURU TALOOK.											
21	Bommasandra	Bommasandra	...	...	...	...	...	...	...	...	1
22	Hosúru	Hosúru	...	5	20	6	11	...	...	42	1
23	Tondébhávi	Tondébhávi	...	...	...	...	10	...	...	10	1
24	Varavani	Varavani	...	...	...	...	...	...	...	...	1
GUDIBANDA TALOOK.											
25	Dárináyakanapálya	Dárináyakanapálya	...	...	9	17	19	...	...	45	1
26	Gudibanda	Hampasandra	...	6	4	4	...	...	...	14	1
27	Mandikallu	Mandikallu	...	...	10	7	6	8	...	31	1
28	Nágaragere	Nágaragere	...	...	...	...	...	...	...	...	1
29	Námagondlu	Námagondlu	...	...	6	11	13	...	...	30	1
30	Sóménahalli	Sóménahalli	...	...	6	2	5	...	...	16	1

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
GUMANAYAKANAPALYA.											
31	Bílúru	... Maddepalli	...	...	...	6	10	...	...	16	1
32	Chákavalli	... Pullagallu	...	...	6	3	2	...	...	11	1
33	Chélúru	... Ch lárú	...	4	10	8	18	...	...	40	1
34	Gúlúru	... Gúlúru	...	...	10	8	12	...	...	50	1
35	Mitt'mari	... Mittémari	...	12	12	10	6	...	...	40	2
36	Pálya	... Pátápálya	...	...	5	9	12	...	...	26	1
37	Yellampalli	... Yellampalli	...	...	4	3	5	...	...	12	1
KOLAR TALOOK.											
38	Harati	.. Chámarahalli	...	5	5	2	2	...	2	16	1
39	Hólúru	... Hólúru	...	...	6	7	5	...	...	18	1
40	Kolár	... Begli Hosahalli	...	...	8	10	6	...	...	21	1
41	Mudavá'di	... Mudavá'di	...	2	3	8	2	...	...	15	1
42	Sugatúru	... Sugat'ru	...	...	5	5	2	...	...	12	1
43	Uttúru	... Dévaráyasandra	...	5	6	9	20	10	...	50	2
44	Vakkaléri	... Vakkaléri	...	6	5	3	16	...	...	30	1
45	Vémagallu	... Vémagallu	...	...	6	5	8	...	...	19	1
MALURU TALOOK.											
46	Húlibelé	... Koppa	...	...	10	6	21	...	...	37	1
47	Hulidénahalli	... Hulidénahalli	...	...	5	7	...	...	...	12	1
48	Kudinúru	... Kudinúru	...	3	6	7	8	...	...	24	1
49	Lakkúru	... Lakkúru	...	2	4	12	7	...	...	25	1
50	Málúru	... Tornahalli	...	...	...	10	13	...	...	23	1
51	Másti	... Másti	...	4	6	5	11	...	...	26	1
52	Narsipura	... Shivárapatna	...	2	6	7	9	...	...	24	1
53	Tyákallu	... Yelavaguli	...	...	...	6	6	...	...	12	1
MULABAGALU TALOOK.											
54	Avani	... Kottamangala	...	...	5	5	4	...	...	14	1
55	Bairakúru	... Bairakúru	...	...	3	4	7	...	...	13	1
56	Duggasandra	... Agara	...	2	8	10	4	5	4	33	1
57	Mallináyakanahalli	... Mallináyakanahalli	...	...	...	5	4	...	...	9	1
58	Mulabágalu	... Kappalmadagu	...	...	5	11	7	...	...	23	1
59	Nangli	... Nangli	...	...	6	2	4	...	...	12	1
60	Uttanúru	... Mudyanúru	...	...	10	8	10	...	...	28	1



No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
SIDLAGHATTA TALOOK.											
61	Bhaktarahalli	... Kannamangala	...	...	...	...	...	...	...	...	1
62	Bashettihalli	... Tekhalli	...	5	2	2	11	...	...	20	1
63	Chilakalnérpu	... Buradagunté	...	5	2	4	5	...	...	16	1
64	Ganjigunté	... Ganjigunté	...	...	16	4	14	...	...	34	1
65	Koralapárti	... Pápatimmanahalli.	...	1	3	5	4	...	...	13	1
66	Mallúru	... Kundalgurki	...	4	6	5	4	...	...	19	1
67	Mangánahalli	... Munganahalli	...	...	2	6	4	...	...	12	1
68	Sádalé	... Timmasandra	...	...	7	12	14	...	...	33	1
69	Sidlaghatta	... Abbalúdu	...	...	...	8	12	...	...	20	1
SRINIVASPURA TALOOK.											
70	Adagallu	... Adagallu	...	2	13	12	9	...	...	36	1
71	Dalasanúru	... Dalasanúru	...	3	8	4	13	...	...	36	1
72	Nambihalli	... Chaldiganahalli	...	...	4	8	7	...	...	19	1
73	Nelavanki	... Yérakálivé	...	...	...	7	6	...	...	13	1
74	Rónúru	... Rónúru	...	...	4	5	4	...	...	13	1
75	Ráyalpádu	... Ráyalpádu	...	...	5	5	5	...	...	15	1
76	Sómayájulapalli	... Sómayájulapalli	...	...	4	9	10	...	...	23	1
77	Sriniváspura	... Nagdípalli	...	...	4	5	6	...	...	15	1
78	Yeladúru	... Yeladúru	...	...	14	13	6	...	...	33	1

108. *Ambájidurga Talook.*—All the schools are well reported of, especially the one at Kaivára, though the master suffers from continual ill health. More than half the people at Uppárapété are Mahomedans.

109. *Bétmangala Talook.*—Kámasandra, Kannúru and Táyaláru schools are doing well. The school at Uriga meets with much opposition from the Shánbhóg. The rest may be described as fair, except Sálíkunté and Bétmangala.

110. *Chikka Ballápuura.*—Manchánahalli, Manchanabelé and Avati schools are satisfactory; that at Nandi middling: Kéténahalli school has just been reopened after a temporary suspension.

111. *Góribidanúru.*—Hosúru is the largest place in the talook,

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and the school is well conducted, and popular. Tondébhávi and Varavani schools are new ones.

112. *Gúḍibanda Talook.*—*Dárináyakanapálya*, Mandikallu and Námagondlu schools are good ones. Writing to dictation is particularly well taught at Mandikallu. The Hampasandra master is a clever man, and gives private lessons in Sanskrit.

113. *Gúmanáyakanapálya Talook.*—The schools at Chéluru, Maddepalli, Gúlúru, Pátapálya, and Mittémari are described as good. The people at Maddepalli complain that the late Shékdar has gone away with Rs. 30 collected for building a school house.

114. *Kolár Talook.*—*Dévaráyasandra* school is a very good one, and largely attended. The Brahmans of the place are anxious to have a Sanskrit school. Vémagallu and Vakkaléri schools are well reported of. The Sugatúru master has not a sufficient field for his abilities in that small village. The pupils of Mudavádi school are remarkable for regular attendance. Holúru is a large place, but the school is not well supported. At Begli Hosahalli some disagreement has arisen between the master and the pupils.

115. It deserves to be specially noted that the local school committees at *Dévaráyasandra* and Chamarahalli do not make a sinecure of the superintendence of the schools with which they are connected, and that at Vakkaléri a village peon attends regularly to the cleaning of the school room. It is to be wished that such cases were the rule and not exceptions.

116. *Málúru Talook.*—There are very good schools in all the hóblis except Lakkúru, the master of which must be transferred. At Koppa, Gauda Séshagiri Rao, a member of the school committee, takes much interest in the oversight of the school work. The Hulidénhalli master is fit for employment in a larger village. The Shivárapatna master has been much troubled with law suits arising from false charges brought against him. The Yelavágalu master has been suspended for inattention to his work, and under the acting substitute the school is reviving. The Kudinúru boys and master are praised for their regular and punctual attendance.

117. *Mulabágalu Talook*.—The schools at Agara, Kottamangala, Kappalmadagu and Bairakúru are doing well, and Mudyanúru school fairly. At Nangli there is a private school. Mallináyakanahalli is a small and sickly place.

118. *Sríniváspura Talook*.—All the schools have obtained good reports, except those at Chaldiganhalli and Yérukálivé. The best are at Addagallu and Yeladúru. The people at the latter place informed me with great satisfaction that, since the establishment of the hóbli school, they had been able to dispense with the professional letter writers upon whom they were formerly dependent, as their own boys were now able to carry on correspondence.

119. *Sillaghatta Talook*.—The schools are making fair progress in all the hóbli's, the Mungánahalli school being somewhat inferior. Abbulúdu and Kannamangala schools are new ones.

120. *MYSORE DISTRICT*.—The district contains 89 hóbli's, besides one in the island of Seringapatam and five in the Yelandúr Jahagír. The number of schools established is 59. All the remaining Government hóbli's can be provided for during 1871. The vacancies are principally in the talooks of Heggadadévanakóté, Gundlupété, Periyápatna and Mallavalli. The hóbli schools of this district are on the whole in a very prosperous condition, and I have reason to think that they are doing more good than the talook schools. The Sub-Deputy Inspector, Srínivásaiengar, is entitled to special commendation for the able and intelligent manner in which he has discharged his duties.

121. Owing to the outbreak of cholera, many schools have been closed for some weeks, and the statistics for the end of the year have thus been unfavorably affected. The number of girls under instruction is merely nominal compared with what it was three months ago. A larger proportion would be willing to come if there were separate accommodation and separate teachers for them. The adult night students have diminished in number since the season for cutting sugar-cane, &c. Many who put themselves under instruction did so with an earnest request that their names might not be entered in the register, as they felt ashamed to appear for examination at the time of inspection.

122. The Sub-Deputy Inspector remarks that the course of lessons

appointed for hóbli schools meets with general approval, though there are many places where, as he says, according to the proverb "the hundred blind men fell into the well" (the result of the blind leading the blind) opposition is raised against any lessons except reading, writing and calculation after the native methods, and the old style of indigenous school is preferred.

123. The prevalence of ignorance and superstition have received a curious illustration in one of the hóbli of this district, where the school was entirely deserted for the following reason, which is said to have affected the attendance at some other schools also. It is well known that a belief prevails, especially among native mothers, that the kidnapping and transportation of children is the ultimate object of schools established by Europeans. This strange suspicion appeared to receive a coloring of truth from the recent conveyance to Calcutta of some of the Mysore Princes by Colonel Malleison, who, it was understood, had been disappointed in getting the young Rája himself away. The pupils of the school in question were accordingly hastily withdrawn, and it has not been possible to recover them. The people decline sending any children to the school, although the premises were provided by themselves.

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	
			I.	II.	III.	IV.	V.					
CHAMARAJANAGARA TALOOK.												
1	Alúru ...	Homma	...	...	...	...	6	12	...	18	1	
2	Chámarájanagara...	Rámasamudra	...	...	5	4	14	5	...	28	1	
3	Dévanúru ...	Tagadúru	...	...	2	3	7	12	...	24	1	
4	Honganúru ...	Honganúru	...	...	4	3	7	4	...	18	1	
5	Kágalvádi ...	Sargúru	...	...	8	11	...	2	...	6	27	
6	Kottalavádi ...	Kottalavádi	...	...	...	...	...	...	...	...	1	
7	Santémárahalli ...	Kudéru	...	...	3	5	19	17	...	44	1	
8	Ummattúru ...	Ummattúru	...	...	...	...	4	8	...	12	1	
GUNDLUPETE TALOOK.												
9	Haradanahalli ...	Hardanahalli	...	...	2	6	6	6	...	20	1	
10	Tirakanámbi ...	Tirakanámbi	...	...	10	19	11	3	...	37	1	

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.
			I.	II.	III.	IV.	V.				
HEGGADADEVANAKOTE TALOOK.											
11	Antarasanté	... Nérle	...	...	5	...	15	26	...	46	1
MADDURU TALOOK.											
12	Atagúru	... Kestúru	...	...	...	5	10	15	...	30	1
13	Dodda Arasinakere	... Dodda Arasinakere	...	...	...	...	...	14	...	14	1
14	Kudaragundi	... Kudaragundi	...	...	...	1	2	2	...	5	1
15	Maddúru	... Deshahalli	...	...	...	...	1	12	...	13	1
16	Tippúru	... Hondlagere	...	...	...	5	5	1	...	11	1
MALLAVALLI TALOOK.											
17	Kirigával	... Kirigával	...	...	...	7	5	16	...	28	1
MANDYA TALOOK.											
18	Basarálu	... Basarálu	...	...	5	8	5	4	...	22	1
19	Dudda	... Mudagundúru	...	...	6	9	6	6	...	27	1
20	Kottatti	... Guttalu	...	...	...	...	10	24	...	34	1
21	Mandya	... Sátanúru	...	...	4	7	6	3	...	20	1
22	Muttigere	... Muttigere	...	...	8	4	7	2	...	21	1
23	Yeleyúru	... Holalu	...	...	...	6	5	2	...	13	1
MYSORE TALOOK.											
24	Kudlahalli	... Sollépara	...	...	...	7	15	17	...	39	1
25	Lingámbudhi	... Hinakallu	...	...	2	7	4	2	...	15	1
26	Mysore	... Peduvarahalli	...	...	...	...	8	14	...	22	1
27	Sindhuvalli	... Aiyarahalli	...	...	...	1	4	3	...	8	1
28	Ilivála	... Ilivála	...	...	...	10	4	20	...	34	1
MYSORE ASHTAGRAM TALOOK.											
29	Chandagálu	... Chandagálu	...	...	...	...	4	9	...	13	1
30	Hadináru	... Hadináru	...	...	...	...	...	16	...	16	1
31	Pálhalli	... Pálhalli	...	...	...	8	4	7	...	19	1
32	Rangasamudra	... Rangasamudra	...	...	...	...	3	15	...	18	1

No.	Hóbli.	Village.	No. of Boys in each Class.					No. of Girls.	No. of Night Students.	Total.	No of Masters.
			I.	II.	III.	IV.	V.				
NANJANAGUDU TALOOK.											
33	Hedatalé	... Hedatalé	...	7	8	2	10	...	...	27	1
34	Húra	... Haginaválu	...	...	6	3	9	...	...	18	1
35	Kalalé	... Kalalé	...	10	15	8	12	...	...	45	2
36	Nanjanagúdu	... Badanálu	...	...	...	...	10	...	...	10	1
PATNA ASHTAGRAM TALOOK.											
37	Arekere	... Arekere	...	...	8	8	9	...	...	25	1
38	Bannúru	... Bannúru	...	4	...	7	4	...	...	15	1
39	Haravu	... Haravu	...	4	6	4	14	...	...	28	1
40	Kirangúru	... Hiród	...	3	14	12	15	...	...	44	1
41	Kura	... Seríngapatam	...	9	8	11	5	...	...	34	1
42	Do.	... Ganjám	...	3	17	7	21	...	...	48	1
43	Kyátanahalli	... Kyátanahalli	...	9	11	9	8	1	...	38	1
44	Shethalli	... Shethalli	...	...	...	3	5	...	...	8	1
45	Tirumalságara	... Lakshmiságara	...	...	...	...	4	...	...	4	1
PERIYAPATNA TALOOK.											
46	Bettadapura	... Bettadapura	...	...	...	10	17	...	...	27	1
47	Kirijáji	... Kattémálavádi	...	...	6	3	11	...	...	20	1
48	Periyápatna	... Periyápatna	...	8	11	13	10	...	...	42	1
TALAKADU TALOOK.											
49	Múgúru	... Múgúru	...	7	13	9	22	...	...	51	1
50	Púrigáli	... Belakavádi	...	...	9	5	4	...	...	18	1
51	Sósilé	... Sósilé	...	...	5	4	9	...	...	18	1
52	Talakádu	... Talakádu	...	7	8	11	4	...	...	30	1
53	Táyúru	... Táyúru	...	...	7	6	15	...	...	28	1
YEDATORE TALOOK.											
54	Byádrahalli	... Byádrahalli	...	5	19	11	11	...	...	46	1
55	Haradanahalli	... Haradanahalli	...	...	9	4	6	1	...	20	1
56	Mirlé	... Mirlé	...	2	4	4	8	...	...	18	1
57	Sáligráma	... Sáligrámá	...	2	9	9	6	...	...	26	1
58	Tippúru	... Tippúru	...	4	12	8	9	...	...	33	1
YELANDURU (Jahagir) TALOOK.											
59	Maddúru	... Maddúru	...	6	4	4	8	...	...	22	1

124. *Chámarájanagara Talook.*—There are some very good schools here, especially those at Kuderu and Sargúru. The Rámasamudra master is a clever man, a Jain pandit, formerly attached to His Highness's Court. He has been involved in a prolonged law suit with his brother, which has obliged him to be absent from his work a great deal. Otherwise his school would have made greater advance.

125. *Gundlupéte Talook.*—Tirakanámbi school is popular and getting on well, and Haradanahalli school fair. This hóbli is so far removed from the head quarters of the talook, that supplies, &c., will in future be provided from Chámarájanagara, which is one-fifth the distance.

126. *Heggadadévankóte Talook.*—There is only one school at present, at Nérle. This is well attended, and has pupils from several surrounding villages.

127. *Maddúru Talook.*—Kestúru is a large school; the others have been recently established.

128. *Mallavalli Talook.*—Only one school which has a good attendance.

129. *Mandya Talook.*—Several of the schools have done well, especially those at Guttalu and Mudagundúru. Holalu is one of the largest villages in the talook, but the people take no interest in the school.

130. *Mysore Talook.*—There is an excellent school at Ilivála, known to Europeans as Yelwál, and good ones at Sollépura and Paduvahalli.

131. *Mysore Ashtagram Talook.*—The schools have suffered from the sickly character of most of the hóblis. Balagola school was for this reason broken up, and the Chandagalu master died.

132. *Nanjanagúdu Talook.*—The Kalalé school is a very good one, and well attended. Hedatalé school is also very fair.

133. *Patna Ashtagram Talook.*—The schools at Ganjám and Seringapatam are the best in the district, now closed on account of cholera. The school at Hiród, better known as the French Rocks, is a very good one. The Tirumalaságara master it has been necessary to dismiss.

134. *Periyápatna Talook.*—The school at Periyápatna is largely attended. It has been the subject of much contention between the residents in the pété and those in the fort. The distance between the two

is considerable, and both parties wish to have it in their own part of the town. Bettadapura school is a new one, but should turn out well. All the residents are Sankéti Brahmans.

135. *Talakádu Talook*.—There is a flourishing and well conducted school at Múgúru. Talakádu and Táyúru schools are good ones. Sósilé ought to furnish a much large number of pupils. The school is, however, a new one, and just now deserted on account of the cholera.

136. *Yedatoré Talook*.—Most in this talook are large and important schools. Byádrahalli and Tippúru take the lead, followed by Sáli-gráma.

137. *Yelandúru Jahagir*.—Only one school at present, at Maddúru, which is making fair progress. The Jahagirdár is anxious to provide education for all the hóbliis.

138. *HASSAN DISTRICT*.—Out of 77 hóbliis 45 have been furnished with schools. There has been a difficulty hitherto in procuring men for masters, but by relaxing the rules of admission a sufficient number of candidates has been secured, and in a few months every hóbli may be filled up. The vacancies are most numerous in the malnád talooks of Manjarábád, Mahárájanadurga and Bélúru, and in Háranaahalli. A good many of the hóbli masters in this district, and also in Mysore, are Vaidika Brahmans from Mélkóté. They are clever, but often too much affected with home-sickness.

139. I found the Sub-Deputy Inspector, Cheluvaiengar, somewhat deficient in activity at first ; but, since he received a warning on the subject, he has given more satisfaction. He describes the majority of the schools as in a state of progress, and considers that the interest of the people in education is growing stronger. This is indicated by the competition between villages in the same hóbli to get the school, and the regrets that follow its transfer if the necessity arises for removing it to another locality.

140. In the Bélúru Talook the advent of the Revenue Survey officers has emptied some of the schools, as the boys are wanted to hold the signal flags. The number of girls under instruction is considerable. Two-thirds of them are in the school at Mélkóté, the celebrated Brahman town in the Attikuppa Talook. Night adult students at this season of the year are few.



No.	Hóbli.	Village.	No. of Pupils in each Class.					No. of Girls.	No. of Night Students.	Total.	No. of Masters.	
			I.	II.	III.	IV.	V.					
ARAKALAGUDU TALOOK.												
1	Arakalagúdu	... Hebbálé	...	...	...	...	10	12	...	..	22	1
2	Basavápatna	... Basavápatna	...	...	...	6	2	10	...	...	18	1
3	Hanasógé	... Hanasógé	...	...	...	6	7	10	...	...	23	1
4	Konnúru	... Konnúru	...	...	7	10	4	5	...	4	30	1
5	Krishnarájakatté	... Rudrapatna	...	...	3	6	9	15	...	...	33	1
6	Mallipatna	... Dodda Bemmatti	...	...	...	...	5	6	...	...	11	1
7	Marúru	... Marúru	...	...	...	...	4	16	1	...	21	1
ATTIKUPPA TALOOK.												
8	Akkihebbálu	... Akkihebbálu	...	...	...	4	12	6	...	...	22	1
9	Attikuppa	... Agrahára Báchahalli	...	...	...	3	6	8	...	...	17	1
10	Búkanakere	... Búkanakere	...	...	...	4	10	13	...	...	27	1
11	Kannambádi	... Kannambádi	...	...	...	...	4	21	...	...	25	1
12	Kikkéri	... Kikk'ri	...	...	...	6	4	27	...	...	37	1
13	Mélkóté	... Mélkóté	...	...	...	11	20	20	22	...	73	1
14	Santébáchahalli	... Santébáchahalli	...	...	...	6	12	12	...	...	30	1
15	Sindhughatta	.. Sindhughatta	...	...	...	8	3	...	...	...	11	1
BELURU TALOOK.												
16	Adagúru	... Adagúru	...	...	...	6	...	...	...	...	6	1
17	Andlé	... Háltoré	...	...	...	3	7	6	...	...	16	1
18	Mélpálu	... Aggadalu	...	...	...	...	...	10	...	...	10	1
19	Nárvé	... Gómb du	...	...	...	5	9	9	2	...	25	1
CHENNARAYAPATNA TALOOK.												
20	Anékere	... Yeliyúru	...	...	...	1	2	5	...	...	8	1
21	Didaga	... Santéshivara	...	...	...	6	5	8	...	...	19	1
22	Hirisávé	... Hirisávé	...	...	...	10	6	4	...	...	20	1
23	Nuggihalli	... Jambúru	...	...	...	6	3	2	...	...	11	1
24	Sravanabalagola	... Sravanabalagola	...	...	...	10	12	13	4	...	39	1
HARNAHALLI TALOOK.												
25	Gandasi	... Gandasi	...	...	...	...	8	14	...	...	22	1

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No.	Hóbli.	Village.	No. of Pupils in each Class.					No. of Girls.	No. of Night Students.	Total	No. of Masters.
			I.	II.	III.	IV.	V.				
HASSAN TALOOK.											
26	Attávára	... Attávára	...	...	...	...	...	...	...	...	1
27	Gráma	... Gráma	...	...	6	5	4	8	...	23	1
28	Hassan	... Búvanahalli	...	...	3	6	6	3	...	18	1
29	Kaushika	... Ambuga	...	...	...	...	...	24	...	24	1
30	Mádhalli	... Ugani	...	...	...	2	6	8	...	16	1
31	Sáligámé	... Sáligámé	...	...	5	4	6	3	...	18	1
MAHARAJANADURGA TALOOK.											
32	Gorúru	... Gorúru	...	...	...	3	8	2	...	13	1
33	Muttigé	... Bhartúru	...	...	...	...	...	15	...	15	1
34	Ponnáthapura	... Ponnáthapura	...	...	...	5	5	8	...	18	1
MANJARABAD TALOOK.											
35	Múdigere	... Múdigere	...	...	...	...	7	10	...	17	1
NAGAMANGALA TALOOK.											
36	Bélúru	... Bélúru	...	...	...	8	10	12	...	30	1
37	Bhímanahalli	... Dévalápura	...	...	4	10	12	7	2	35	1
38	Bindiganavale	... Bindiganavale	...	...	...	5	5	11	...	21	1
39	Mannarahalli	... Chinya	...	...	7	5	15	10	1	38	1
40	Nágamangala	... Pálagrahára	...	...	...	...	2	3	...	5	1
NARSIPURA TALOOK.											
41	Ganni	... Ganni Agrahára	...	...	...	9	6	12	...	27	1
42	Mádápura	... Mádápura	...	...	...	7	3	5	...	15	1
43	Mávinakere	... Halékóté	...	...	8	7	15	8	...	38	2
44	Narsipura	... Hippé	...	...	...	...	...	10	...	10	1
45	Niduvani	... Dodda Kádanúru	...	...	...	6	7	7	...	323	1

141. *Arakalagúdu Talook.*—Konnúru school is the best. The people have deposited Rs. 100 towards the expense of building premises. The other schools are middling. Hebbálé is a wealthy place. Dodda Bematti school is a new one.

142. *Attikuppa Talook.*—The Mélkóté school is the largest in the

district, and making good progress. One-third of the pupils are Bráhma-  
mani girls. The master is obliged to engage an assistant for their ins-  
truction and himself teaches the boys. It is very much to be regretted  
that sanction cannot be obtained for this assistant, as the school would  
increase still more if there were enough teachers to attend to it. All the  
other schools are well reported of. But the Sindhughatta master receives  
a very bad character.

143. *Béhiru Talook*.—Gónibidú school is doing fairly. The others  
are not satisfactory.

144. *Chennaráyapatna Talook*.—The school at Shravanabala-  
gola, a noted seat of the Jain religion, is very largely attended, and  
the services of an assistant are required. The other schools are all in  
a promising condition.

145. *Háranahalli Talook*.—Only one school at present at Gandasi  
which is well supported by the people.

146. *Hassan Talook*.—The school at Gráma is a good one, but  
the people wish for a master from their own village. The Kaushika  
school was removed to Ambuga, and is now well attended.

147. *Mahárájanadurga Talook*.—Ponnátapura school is doing well.  
At Gorúru the master has not sufficiently gained the confidence of the  
people.

148. *Manjarabád Talook*.—There is only one school as yet in this  
Malnád talook. It was first established at Uggihalli, but was subse-  
quently removed to Múdigere, where the master fell very ill. His  
substitute is conducting the school in a creditable manner.

149. *Nágamangala Talook*.—All the schools are well reported of,  
except the one at Pálagrahára, which will be removed to Paduvalapatna.  
The master appears to be an indolent man. The Chinya school has  
made great advance since he was removed from it. At Bindiganavalé  
a school house is in course of building.

150. *Narasipura Talook*.—The Halékóté school is one of the best  
in the district. The others are doing pretty well, except the Hippé  
school, which will be removed to Byágatavalli.

## 7. GIRLS' SCHOOLS.

151. There are only five schools for girls established by Government. The best are those at Chintamani and Hassan. As the prejudices against female education are wearing away, especially in large towns, it is a pity that sanction cannot be obtained for the formation of schools in those places where the people come forward with an offer to place their daughters under instruction. Two very promising applications of this nature, one from Sidlaghatta and the other from Closepété, both talook head quarter stations, have been put aside for want of such sanction.

152. *Bangalore*.—Owing to the promotion of the head master and the difficulty of supplying his place with an equally suitable man, there has been some fluctuation in the progress of this school. At the inspection, in September, the first class could read well in Kathá-Sangraha, parse and separate sandhi, do sums in the simple rules and write correctly to dictation.

153. *Májadi*.—All the girls are daughters of traders and merchants. No Brahmanís attend. The most advanced girls read fluently, and answered questions from the second book and the history of India, wrote to dictation, and could do a sum in simple addition. The second division are going through the first book, and the third practice writing the letters of the alphabet on sand. The state of the school altogether is creditable to the head master. The old talook cutcherry in which the school is held, answers the purpose well.

154. *Chintamani*.—This school is entirely Telugu, and is resorted to by a large number of highly respectable girls. In the first class the Telugu second book, Bháskara Rámáyana, and Vikramárka Cheritra were read from and selected passages explained in a very creditable manner. In arithmetic these girls especially excelled, and the mode in which two or three worked out sums in public on the black board would have put to shame most pupils of the same age in the adjoining boys' schools. The head master, Krishnamáchári, deservedly enjoys the esteem of his townspeople, and is entitled to every credit for the condition of his school, and also to a more substantial recognition of his services in an increase of his salary.

155. *Sriniváspura*.—This school ought to be a good one, but is not. Owing to some private disputes, the most intelligent girls of the town, those belonging to Brahman families, have left off attending, and though three or four of the present pupils can read and write, they have been taught much less than was to be expected in the time they have been under instruction. The hindrance to the school was represented to me as being the peon now in employ, lately a shop-keeper, and of the Telugu Banajiga caste. I have directed the master to see that matters are altered so as to ensure its improvement. Failing this I shall have to recommend his removal.

156. *Hassan*.—The pupils are connected with highly respectable Brahman families in the place. The girls in the first class, of from 10 to 12 years' old, read correctly and with great fluency slókás in the Pancha Tantra, and gave accurate explanations of the meaning of stories in the Kathá Manjari. They were also well acquainted with the Vágvidháyini as far as rules of sandhi, and could add and subtract. The second class girls acquitted themselves satisfactorily in reading from the Kathá Saptati, as far as page 26, and from any part of the second book. The third class know the Bangalore first book, and the fourth are engaged in mastering the alphabet. The state of the school is highly creditable to the head master Srínivásaiengar, an aged and well known pandit, who has evidently taken much pains with his pupils. The Educational Department is indebted to Captain and Mrs. Hill for their active interest in the school, and to Miss Johnson for visiting it twice a week to teach the girls needle work.

### 8. NORMAL SCHOOLS.

157. The General Normal School at Bangalore, for the training of masters for district and talook schools, consists of three branches; English, Kanarese and Hindustáni. The normal schools for the preparation of hóbli school-masters have been located, the one for the Nandidroog Division at Toomkoor, Closepété and Chennapatna, and that for the Ashtagram Division at Holé Narasipura.

158. **General Normal School.**—It was stated in a former part of this report (paragraph 19) that the superior training of school-masters had received especial attention. Accordingly, with the view of test-

ing the competence of students from the normal school, I instituted (by my circular of the 16th October 1866) an examination for teachers' certificates, without passing which no student could receive an appointment as a school-master. This method evidently supplied the data for a more precise decision on the merits of each candidate than the mere recommendation of the head master, which was all that had previously been required. I have found it, however, necessary to carry the scrutiny a little farther, and to inquire more closely into the character and antecedents of the men offering themselves for admission to the normal school. Fitness is thus tested at the commencement and at the termination of the apprenticeship to the normal school. The entire *onus* of producing efficient school-masters is therefore cast upon the training given in that institution. The privilege of competing for certificates has since been extended to masters employed before the issue of the circular above referred to, and not a few have availed themselves of it.

159. *English Branch*.—Of the 13 candidates who in May were examined in English subjects, 7 were normal students, 6 uncertificated assistant masters. Written questions were set in language, mathematics and history; the examination in geography and school-management was conducted *viva voce*. "Normal student Rámachandraiya acquitted himself well both in the written and *viva voce* examination and has passed. In teaching he appeared rather embarrassed, but with practice may gain confidence, and will make a good teacher. Normal student Samuel Todd has made considerable improvement in Kanarese, and gained very good marks in mathematics; but his English is not sufficiently accurate to gain him a teacher's certificate. Assistant masters Mádhava Rao and Maliganna, of Hassan school, have passed the test. It is worthy of remark, however, that all the assistants from Hassan are deficient in their command of the vernacular. Assistant master Rangáchári of Toomkoor school is not quite up to the required standard, but possesses ability, and may qualify himself by a little steady application. Kolár school has four uncertificated assistant masters, of whom only two came forward for examination."

160. *Kanarese Branch*.—The examination of the Kanarese branch held at the same period resulted in the success of 12, out of 20, normal students. "The amount of work performed since the last examination

is very fair, except in grammar. The class only profess to be acquainted with orthography and etymology, and although some of the examinees were in advance of this standard, the general knowledge of the subject was poor. Most of the mathematical papers were very creditable, and the historical and geographical questions were answered better this, than any previous, year. I was well satisfied with the general style of language in which the answer papers were written, but the improvement in teaching was particularly commendable. On the whole the proficiency of the twelve students who have just gained certificates is, I consider, in advance of any similar number of men hitherto passed from this branch of the normal institution. It is gratifying to observe that the vernacular branch attracts candidates decidedly superior to those admitted a few years ago."

161. *Hindustáni Branch*.—Two out of the eight students have done well, three others fairly. It will be seen from the list that while a good average of marks has been obtained in Persian and Hindustáni, the subjects of arithmetic, geography and school management, in which more particularly instruction was required, are very indifferently known. Arithmetic ought certainly to have been taught to better effect: regarding the two others there are at present some difficulties in the way. I trust by frequent oversight to make the school more efficient in future, though the want of accommodation must always be a drawback.

162. *Nandidroog Division Training School*.—An examination was held at Toomkoor in July, at which 31 men obtained certificates of qualification as hóbli school-masters, viz., 13 for Bangalore District, 4 for Kolár, 13 for Toomkoor and 1 for Hassan. The school was then removed to Closepété, and shortly afterwards, on account of sickness in that place, to Chennapatna, the next talook. The following is the report on the inspection in February.

163. Out of 38 men 32 were put forward by the training master as prepared for examination, of whom two had appeared on a previous occasion. The usual papers were set on Kanarese and arithmetic, and an oral examination held in the subjects of geography and school management, as the result of which I have recommended 27 men for employment, namely 12 for the Bangalore District, 8 for the Toomkoor District, 5 for the Mysore District and 2 for the Kolár District. Owing

to the unhealthiness which has prevailed during the cold season, the school work has been very seriously interrupted, from which cause several of the men came short in particular subjects. Those, however, who seemed generally well qualified for appointments have been ordered to remain under instruction in those subjects with which they had not displayed a sufficient acquaintance until their papers are received. Owing to the want of a Kanarese text book of arithmetic, the lessons on this subject have been throughout at the discretion of the master. In geography also I regret that the attention of the students has been exclusively directed to India. On the whole, however, I believe the men now certified as passed are not inferior to the average of former examinations. The school it is desirable still to retain at Chennapatna for the benefit of the neighbouring talooks, and as the season is daily becoming more healthy there will not be the same hindrance to study as was experienced in the past term. I would, however, grant permission for the school to be held at Malúru, where a suitable place can be had in the mantapam and where nearly all the students and the master himself reside.

164. **Ashtagram Division Training School.**—The school was examined in December. The number of students under training at the time was 48, of whom the master put forward 33 as prepared for examination, including nine who were unsuccessful on a former occasion. The rest of the scholars are recent admissions and in need of further instruction. Two extra candidates were allowed to appear, of whom one had formerly studied for four months and failed in his examination, and the other had gained experience in school management at Hassan, in the Government school. As a body the men appeared to be of the right stamp, and such as could fill a school-master's place with credit. Two or three were former pupils of the Bangalore High School, whose presence may be accepted as one of the numerous indications to be daily observed that the avenues leading to writerships are overcrowded, and also on the other hand that a hóbli master's position is in the popular estimate of some consideration.

165. The examination was conducted in a manner as nearly as possible corresponding to that adopted on former occasions. Written questions were given on Kanarese literature and arithmetic to be answer-



ed on paper, and a *viva voce* examination was held on geography and school management, in the latter case lessons being given to a class of boys in my presence. From the list of marks obtained by each candidate it will be seen that 22 passed with credit in all the subjects, and that nine more, whose quota of numbers was not so satisfactory, but who seemed in all respects fit for employment, have been recommended for certificates. Four have failed entirely, but may remain along with the thirteen unexamined students for further training.

## 9. ENGINEERING SCHOOL

166. This school does not seem to answer completely the end for which it was established of supplying qualified subordinates for the Public Works Department. Plan drawing, and levelling and surveying receive sufficient attention, but the mathematical instruction is backward. The students principally need, however, the means of becoming practically acquainted with mechanical operations, building, and road making. Several plans have from time to time been suggested for accomplishing this end, as by the establishment of an industrial school, by opening workshops, by apprenticing students to a large contractor in Bangalore, &c., but some objection has been found to them all.

167. The head master at my request drew up a plan some months ago, according to which, with the aid of workshops in connection with the school, he proposed to make the institution self-supporting in the course of three years. This scheme was submitted for consideration, but no action has been taken on it. The scale on which it was drawn up seemed to me to require modification. Something of the kind is certainly necessary. I incline, however, to think that arrangements might perhaps be better made under the immediate control of the Public Works Department, in connection with the workshops attached to the offices of Executive Engineers.

## II. AIDED AND INSPECTED SCHOOLS.

168. Great disappointment has been occasioned by the non-receipt of sanction for grants-in-aid proposed during the year, and the efforts of Educational Officers considerably embarrassed. The recommendations of the Local Government on this head have hitherto been held as tantamount to sanction, no reversal of their endorsement having ever occurred.

By an unforeseen change of procedure perplexity has been entailed on the Department and actual distress on the schools affected. In short, matters are at a stand still, as applications, however urgent or deserving, must under present circumstances remain unanswered.

169. The money now utilized for grants-in-aid in this Circle is thus annually distributed among the various denominations of schools.

Protestant;—	Rs.
Church of England	8,820
„ Scotland	2,400
London Mission	2,880
Wesleyan Mission	6,336
Roman Catholic	5,520
Hindu	2,700
Mahomedan	4,176

The subjoined reports furnish information as to the state of the schools.

#### 1. BOYS' SCHOOLS.—HIGHER CLASS.

170. *Bishop Cotton School, Bangalore.*—A change of masters has recently taken place at this school, and subsequent to the inspection. None of the candidates sent up for the last University examinations were successful. The following report describes the condition of the school at the time of my visit. “It is divided into five classes, whose instruction is carried on by the Revd. Mr. Du Bois, the Principal, with the aid of four assistants. Three of the latter have passed the First in Arts examination; the fourth is a soldier formerly in the Lancers. He not only has charge of the preparatory class, but for a trifling extra fee teaches drawing and Hullah’s system of singing throughout the school.

171. The matriculation class were examined by means of one paper of questions on their Latin studies, namely, Virgil’s *Æneid*, Book VI, and Caesar’s *Commentaries*, Book I, and another on arithmetic, algebra, and Euclid, up to the standard of the University entrance examination. The average of marks obtained was in neither case high, though sufficient to indicate a general moderate proficiency, being for Latin 25·9 per cent

and for mathematics 29·2. On analysing the returns of the mathematical papers it appears that the comparatively high percentage of 62·2 was gained in arithmetic, but that the algebra was a complete failure, though the questions on this subject were such as should have presented no great difficulty. The answers on Euclid produced an average of 28·3 per cent, which might have been higher had the students been less hasty in dealing with the last question.

172. Of the first class I regret that I have to report unfavorably. Being set an exercise from Arnold's Second Latin Book, I found that the rendering from English into Latin was almost entirely wrong. Latin into English was better done, and an average of 30·9 per cent marks gained. The results of the examination *civâ voce* on Cowper's Task, Book I, which had been studied during the year, would, I consider, have been discreditable to boys of the same age had they never seen the work before, and with none of the remaining lessons in this class did I succeed to my satisfaction. The second class did much better even in the same subject of Cowper's Task, Book I, and displayed altogether more intelligence and greater interest in their lessons, which speak well for the instruction they receive. The third class did fairly well.

173. On comparing the curriculum with the printed synopsis of studies for 1870, issued by the committee in their annual report for 1869, it will be seen that the projected course has not been carried out. No First in Arts class exists, nor is there an engineering class as set down in the programme. Greek studies too have not been introduced, nor instruction in hydraulics. All which leaves it to be inferred that the plan was rather a sketch of what might be than a summary of what was to be. The domestic arrangements and discipline out of school hours have received much attention from the Principal, and his efforts have been strenuously directed to induce a high moral tone among the boarders. Having accepted, however, the charge of Bishop Corrie's School in Madras, Mr. Du Bois is preparing to leave in February, and will be succeeded by the Revd. Dr. Pope, who will not, I am informed, undertake the superintendence of the boarding establishment."

174. *St. Andrew's School, Bangalore.*—This institution has also very recently come under the charge of a new master. One student matriculated in December. After the inspection, I reported as follows

on the school. "There are three assistant masters, of whom one has passed the First in Arts examination and another matriculated. The senior class was first examined *vivâ voce* on Goldsmith's *Traveller*. In reading, the emphasis was frequently misplaced, and the knowledge of the text was too general and uncritical. Papers were then given on Latin and mathematics. Being informed that they were not ready with Virgil, I introduced a passage from Cæsar for translation instead, but three out of seven students did both. The remaining two students take up, one Hindustani and the other Kanarese for matriculation. These subjects are not taught in the school. The average of marks obtained in Latin was 40·7 per cent, two brothers, I believe recent admissions, being a good deal ahead of the others. In mathematics a general average of 42·3 per cent was gained, the two brothers before mentioned being second and third. The results as regards arithmetic and Euclid were good, but in algebra the average was less than one-fourth.

175. The other classes with some exceptions did fairly. The Latin in the first class, however, was not satisfactory. This may perhaps be accounted for by the fact that the first assistant, who usually has charge of the class, does not profess that language, and that hence it has been taught sometimes by the head master and sometimes by the second assistant.

176. The school seems to be conducted with prudence and due regard to the comfort of the pupils, but it remains to establish a character for scholarship. The boarding arrangements, being connected with the head master's private residence, away from the school, did not come under inspection.

177. On the question of amalgamating this school with Bishop Cotton's, I understand that no obstacles would be thrown in the way either by the Chaplain of St. Andrew's or by the head master, provided the union were carried out on a purely unsectarian basis. I doubt however whether such an arrangement could endure, even if agreed to for a time. Lord Canning expressed an opinion in his minute on the subject that "the attempt to accommodate the schools (proposed by the late Bishop Cotton) to the teaching of children of all churches would lead to their failure."

178. *London Mission Institution, Bangalore.*—Two candidates from this school were successful in the University examinations, one in the First Arts examination and one in the matriculation. The former obtained a place in the first class. I inspected the school in October, and give some extracts from my report. The whole institution is in the charge of the Revd. Mr. Walton, who himself teaches the F. A. and matriculation classes. Of the seven subordinate masters, all I believe Christians, and educated in this school, two have passed the F. A. and two others the matriculation examinations. Till lately a native graduate of the Madras University was employed as the first assistant, but owing to the non-receipt as yet of the additional Government grant recommended in April last, there were no funds from which to pay him, and he has therefore been discharged. In June last the fees were considerably raised, causing the withdrawal of about 50 boys.

179. The F. A. class received a paper of questions on their English text book, grammar and composition. The average number of marks obtained was 39·2 per cent, two out of the four students coming just within a half of the total marks. Of the matriculation class only 14 students presented themselves for the written examination in English. The average number of marks gained was 29·3 per cent, the highest proportion being a half, obtained by one boy. In arithmetic, algebra and Euclid, a quarter of the class did well, especially in the second of those subjects.

180. The lower classes may be described as on the whole in a satisfactory condition, the first class in particular. The sub-division of the third class, however, I may remark, appears unnecessary, there being only 20 boys in both the sections together. By uniting them a reduction might be made in the number of junior masters without injury to the school. The general discipline and arrangements of the school are good. The accommodation is ample, and there is an adequate supply of maps and other apparatus.

181. *Native Educational Institution, Bangalore.*—Two students passed the F. A. examination, and three matriculated. The inspection report was as follows. The course of study ranges from the alphabet in the lowest class to the subjects appointed for the B. A. degree in the highest. The instruction is carried on by the Revd. J. Hudson, B. A., as Principal,

assisted by a native graduate from Kumbhakónam as mathematical master, and nine subordinate masters, one a European. Of the latter one has passed the F. A. examination, and two others have matriculated.

182. Of the collegiate classes, all of which were tested by means of written questions, it will be seen that a comparatively low average in one branch of study is compensated for by a good average in another. The students of the B. A. class gained 34.3 per cent of the maximum marks given to a paper on *Macbeth*, but 64.5 on the mathematical paper, comprising questions on the application of the binomial theorem in algebra, plane trigonometry and Euclid, Book XI. In the class preparing for the F. A. examination 52.8 per cent was the average obtained on questions on the *Lady of the Lake*, but in mathematics 40 per cent. The matriculation class secured 40.5 per cent on Johnson's "Vanity of Human Wishes" against 62.2 in mathematics. To judge from the style of the answer papers hand-writing appears to receive but scanty attention, and numerous orthographical errors detract from the value of otherwise meritorious performances. The power of expression in English is for the most part weak. The dux of the F. A. class has, I strongly suspect, exercised memory more than invention in his paraphrase, but I have given him the benefit of the doubt. Two students of this class have elected to pass their examination in logic instead of mathematics.

183. Of the junior classes the first passed but an indifferent examination as far as two-thirds of the boys were concerned, and the second was decidedly unsatisfactory. The third, tending to become unwieldy, did better, and those below on the whole fairly.

184. Active personal supervision of the whole school by the Principal is maintained by means of periodical examinations of all the classes in rotator. The results of these examinations are exhibited in each class room, and remain suspended on the wall for continual reference. With the view of enlisting the co-operation of parents and guardians in the discipline of the boys, a card is forwarded to them every month concerning the pupil in whom they are interested, giving particulars of his attendance, conduct, proficiency, payment of fees, &c., during the month, and to ensure its coming under their scrutiny a space is provided in which they are required to add their initials in proof thereof. The

system is probably too elaborate to be appreciated by most native parents at present, but calculated to have a good effect if reciprocal action on their part could be ensured. The fees were considerably raised in May last, and an entrance fee besides, equal in amount to one month's ordinary payment, was instituted for new comers. These measures have not resulted in diminishing the number in attendance. There are 22 poor boys admitted free, and 14 on payment of half the fee. The number of these privileged scholars is limited to about 5 per cent of the whole school in each case.

185. *Wesleyan Mission School, Mysore*.—In the matriculation examination two candidates were successful. The inspection of the school took place in November, an account of which is subjoined. At the head of the school is a class of 3 preparing for the B. A. examination. One of these students, a master in the school, expects to go up in 1871, the other two the following year. The next class is one composed of candidates for matriculation, and below this are 6 other classes. The Revd. Mr. Hutcheon, M. A., teaches the B. A. and matriculation classes, assisted in mathematics by the first student of the B. A. class mentioned above. The six lower classes have each a teacher, two of whom have passed the First in Arts examination.

186. The students of the B. A. class were examined *vivâ voce* on a portion of Bain's Mental and Moral Philosophy. Answers were readily and thoughtfully given by one of them, and another seemed to have studied the subject with some attention, but the third was not equally well prepared in the subject. The matriculation class read the opening lines of Johnson's *Vanity of Human Wishes* fairly, and a proportion analyzed the sentences correctly. The explanation of the text was on the whole poor. It is probable that many would do better in a written examination, but some members of the class must have a very slender hope of matriculating.

187. The first class read badly and did altogether but indifferently well. The inequalities among the boys were considerable, and some of them seemed to have arrived at a stage beyond which no progress could be looked for. The result of the second class examination was very unsatisfactory in almost every subject. The third class contains some sharp boys, but the class as a whole did not shine. The condition of the

remaining classes was fair. The history books are also used as reading books in the first, second and third classes. I am compelled to direct attention to the very careless manner in which the boys, particularly of the first and third classes, have been allowed to put down sums in arithmetic and algebra on their slates. Unless this is checked it is difficult to see how their operations can be made intelligible to any one as they advance to the more intricate problems of algebra.

188. Having just completed the inspection of the Rájá's school, I am naturally led to compare the results as regards two such prominent institutions occupying the same locality, and admitting their claim to an equal footing, I have no hesitation in pronouncing it *primus inter pares*, though perhaps the first B. A. student in the Wesleyan school stands by himself as superior to any other in either of them. The scale of fees was raised in June last, and there is now realized an amount of Rs. 106 a month, against Rs. 65 under the former scale. The school further obtains subscriptions from private persons to the extent of Rs. 12 a month.

## 2. MIDDLE CLASS.

189. *St. Bartholomew's School, Mysore.*—I paid a visit to St. Bartholomew's school, Mysore, for which the Chaplain, the Revd. Mr. Wynch, has been led to expect a Government grant-in-aid since April last. I found 14 girls and boys in the school, all Europeans and East Indians, under the charge of a mistress. On examination the pupils seemed to have been carefully taught so far as they had gone, the school having been established only in February 1870. The fees yield about Rs. 18 a month. The expenses of mistress Rs. 40, and rent Rs. 15, are met partly from the weekly offertory at the church, but Mr. Wynch has incurred expenditure beyond the means at his disposal in anticipation of receiving the promised grant-in-aid. The school is well furnished and has an excellent set of wall maps.

190. *London Mission Cantonment School, Bangalore.*—At the time of inspection 101 pupils were present. Each class has a master, the head being a native evangelist, who teaches the first class. The second master has matriculated. The studies of the first class are specially designed as a preparation for the Uncovenanted Civil Service Examination, General Test. Hence in mathematics, arithmetic only is taught. In the



second, however, algebra and Euclid are added, as the boys have the option of transfer from this class to the central institution, where they may prepare for matriculation. It seems to me that nothing would be lost by continuing those studies in the first class, even though not required for the U. C. S. The general results of the examination were favorable, and the school seems to be conducted in a creditable manner. The Revd. Mr. Rice examines it once a month. The rate of fees was raised in June.

191. *London Mission School, Alsúr*.—The school is in charge of a native evangelist, with five assistants, and is examined every month by the Rev. Mr. Rice. The results of the examination with some exceptions may be pronounced fair. The discipline of the first class is, I regret to say, not sufficiently strict, and I remarked a want of proper control over the pupils on the part of the head master. The rest of the school, however, seemed to be in tolerably good order. The rate of fees here also was raised in June.

192. *Jághirdar's School, Yelandúru*.—This school is conducted in a room of the Jághirdar's house, and contains 25 students, some of them advanced beyond boyhood. The present master was formerly a student, and subsequently a teacher in the Wesleyan Mission school at Mysore, and has passed the First Examination in Arts. The classification of the school is based upon the system adopted in Government schools, and the pupils are on that principle divided into fourth, fifth and sixth classes. The results of the examination were below my expectation, which I attribute partly to the fact that several students have commenced study somewhat late, and partly to inadequate teaching faculty in the master.

### 3. LOWER CLASS.

#### a. *Kanarese Schools.*

193. *Chetanhalli Branch School, Singáputra*.—This school is reported to be poorly attended, and the pupils still beginners owing to the want of effort on the part of the master.

194. *Catholic Schools, Shethalli*.—These schools were unfortunately closed during December for the rice harvest, so that I had not an opportunity of seeing them in operation. The Rev. Mr. Desaint, how-

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ever, the well known head of the local Mission, was kind enough to shew me over the premises, and assembled some of the nuns and female students for examination. These read fluently in Kanarese from the *Epitome of the Bible*, and shewed me specimens of their hand-writing in that language. Some Kanarese songs were also sung to native tunes. I understand that in the boys' school there are now 30 pupils, under two teachers, and in the girls' school 50 under two native nuns. There is every reason to believe that the schools are well managed and in as satisfactory a condition as in former years.

195. *Jagannátháchar's School, Seringapatam.*—This school was opened in August 1869, and the teaching is carried on by one master. The man now employed has been in charge seven months. The lessons are those of the Government schools, in the first class Padya Sára, Kathá Saptati, Vágvidháyini, Bhúvivarané, and arithmetic to simple division. The attainments of the boys are similar to those of the pupils in the hóbli school, perhaps somewhat lower. The schoolroom is dark and confined.

196. *Wesleyan Mission Market Street School, Mysore.*—The instruction in this school is almost entirely in Kanarese; but a few of the more advanced boys are taught to read the first book in English, with the view of admitting them to the English school. The number of boys present at the inspection was 100. There are three masters. The course of study for the first class includes the Old Testament, Catechism, Morris's India, Kathá Sangraha, Vágvidháyini, Rice's Geography and the simple rules of arithmetic. The boys read fairly, and answered with great readiness questions on the history of India. In the multiplication table they were a little backward. The opening pages of Vágvidháyini had been correctly committed to memory.

197. *Wesleyan Mission Pété School, Mysore.*—In connection with this school a Hindustáni class was opened in July last, and 34 boys have joined. The master is a son of Fakrudín, the lamented founder of the Bowring Madrasa. The studies are the Old Testament, grammar, arithmetic and geography, and the boys have been well taught. The Kanarese branch, with two masters, has 50 boys. The course of study corresponds with that in the Market Street school; but in arithmetic the boys were considerably further advanced, one being able to do a rule of three sum.

*b. Tamil Schools.*

198. *Sadar Vēda Siddhānta Sabhā Seminaries, Bangalore.*—The

Tamil	...	130
Telugu	...	119
Kanarese	...	21
Sanskrit	...	5

four seminaries contain altogether 275 pupils, with an average daily attendance of 216. The relative strength of each department will be seen from the annexed statement. An abate-

ment must be made in the total of 10 boys, who are accounted for in more than one register, owing to their studying in different languages. 38 boys attend various English schools during a portion of the day, 20 from the Tamil seminary, 9 from the Telugu, 7 from the Kanarese and 2 from the Sanskrit. The teaching staff consists of 8 masters and 2 pupil teachers. It gives me pleasure to state that these seminaries continue to deserve the excellent character they have borne for many years past. Their popularity is attested by the numbers in attendance; and a healthy spirit of emulation is kept alive by the periodical examinations held by members of the Sabha. Translations are enclosed of the papers given at the annual examination this year on arithmetic and Indian history, which will serve as guides to the character of the examinations generally. The language papers are described as difficult.

199. The managers have formed a project for the erection of new premises at an estimated cost of Rs. 6000. This step has been rendered necessary by the state of the buildings hitherto in use. One of the two has been abandoned as unsafe, a portion having fallen in during the late rains. For the construction of the new school house Rs. 2,500 have been privately collected, and a piece of ground secured at the back of the present buildings. There is some probability of the Rs. 1000 also being recovered, which in my report for 1868 was stated to have been lost to the school by the bankruptcy of a trustee. It is the wish of the managers to carry out the design independently of foreign aid, but should they find it necessary to apply to Government, I desire to recommend the case very strongly for favorable consideration.

200. *Wesleyan Mission Shūlē School, Bangalore.*—This school, in the middle of the native village of Shūlē, is attended by the sons of domestic servants, and has been established 30 years. Instruction used to be given only in Tamil, but three months ago English was introduced. The number of boys is 45, under the charge of one master.

The school is visited every week by an inspecting schoolmaster, and is examined collectively with other schools in the old Wesleyan Mission chapel every month. The course of study consists of Bible stories, catechism, grammar, arithmetic and geography, the books published by the Christian Vernacular Education Society being used. Boys learning English pay a monthly fee of from 2 to 4 annas, and buy their books at full price, those learning Tamil pay from  $\frac{1}{4}$  to 1 anna, and get books at half price.

201. *Wesleyan Mission New Market School, Bangalore.*—This school is in the Railway Street, near the New Market, has been open 4 years, and contains 53 boys, under three teachers. The studies are similar to those of the Shúlé school, and the same arrangements are made for supervision. Fees are levied in the English classes at the rate of 2 to 4 annas, and in the Tamil at the rate of 2 annas.

202. Both the above schools are in good order, and being regularly examined by Mr. Scott, inspecting schoolmaster, (salary Rs. 100) who is well acquainted with Tamil, are in a fair way of improvement. The instruction is necessarily confined to rudiments, but is sufficient for children of the class who attend. The New Market school I should consider the most promising. The Shúlé school house being put to other purposes of the Mission besides juvenile instruction, presents the unusual spectacle of large coffin suspended from the roof. This is not an agreeable sight in a schoolroom, however salutary the lessons it may serve to convey.

203. *St. Joseph's Catholic Schools, Mysore.*—The schools consist of English, Kanarese and Tamil branches for

Boys' English	34	present	13	boys, and English and Tamil branches for
" Kan.	29	"	15	girls. The registered numbers in each division
" Tam.	109	"	65	are given in the margin, as well as the numbers
Girls' English	5	"	4	
" Tam.	77	"	64	
	<hr/>		<hr/>	
	254		161	present at the time of inspection, from which
	<hr/>		<hr/>	it will be seen that one-third of the pupils

were absentees, which was not very clearly accounted for. The non-attendance was principally among the boys, there being only 93 in school out of 172. In the fifth class, English, only one boy was present out of 14. The teachers are, for the boys, three brothers of St. Joseph, who receive Rs. 60 a month between them, one European for the English

department and two natives for the Tamil. Besides these there is a Kanarese munshi on Rs. 7 for instruction in that language. The girls are taught in the Tamil branch by two native nuns, and in the English by a *postulante* who is paid Rs. 10 a month.

204. In the English and Kanarese boys' schools, held in the same room, there was a good deal of irregularity, and the Kanarese master was very uncertain as to who were his pupils and who were not. The first class in English, consisting of two big boys, did fairly. The second class no longer exists, the 9 boys who composed it having, I was informed, all withdrawn lately on receiving various employments. The Tamil division appears to be better conducted than the other two, but the evidence of effective oversight of the school is not so decided as could be wished. The girls are nearly all beginners, except the five learning English, who have made some advance in reading and spelling.

205. The priest in charge of the mission has lately been raising subscriptions among the European residents of Mysore for the support of the schools, and obtains from Rs. 30 to 40 a month. One European boy pays a fee of R 1 and his sister the same. I remarked on the total absence of payment by the other pupils and was directed to the signs of poverty among them. Some of them were indeed almost destitute even of clothing, but others were dressed up for the occasion and evidently not in extreme indigence. Most of them are children of menial servants, and some of this class, such as butlers, could well afford to give something. I believe that the priest formerly here did levy a small amount, the obligation to do so under the grant-in-aid rules being pointed out to him.

206. Since my inspection I have received a note on the subject from which I give an extract below. No proceeding could have been more injudicious than that which is described by the priest, and I informed him that a lower rate should be fixed, say of one anna, and timely notice given that fees would be imposed, if any measure of success is hoped for.

#### *Extract.*

According to your repeated hint about fees, I let know this morning in the school rooms that every boy learning English should pay four annas and every other two annas, and sent them home to bring the

money, telling them that they should no more be received unless they pay the fee. Three of them brought one anna each, some few came with nothing, and the greater part of them kept away, gladly I dare say, and will do so I am sure, till I fetch them in again.

That is just what I expected from such poor and ignorant people.

(Signed) J. RAPPARD,  
*Catholic Priest.*

*c. Sanskrit Schools.*

207. There are five receiving aid from Government, but numerous applications await disposal. Some of the schools are of old standing. Many however have sprung up recently, on the death of His Highness the late Mahārāja, who, in accordance with the practice of Hindu Courts, maintained a considerable number of pandits in connection with the Mysore Darbār. With the decease of their patron their occupation being gone, many of these men have returned to settle in their native towns and employ themselves in giving lessons in Sanskrit. Possessed of a reputation for learning and tokens of royal favor, it is no wonder that they are largely resorted to, and equally natural that they should turn their eyes to the Department of Public Instruction for recognition and support.

208. *Chikka Ballāpura*.—On proceeding to the school I found the students crammed into a small building, with no opening but a low door, and incapable of properly accommodating more than a quarter the number. The crowd of visitors besides, attracted by the occasion, rendered the atmosphere perfectly insupportable, and the dim twilight of the apartment was obstructed by a further assembly at the door. I was therefore forced to beat a hasty retreat, and appointed the Government school as the place of gathering. Here a very large number of spectators assembled, and many shāstrīs of repute in the place were present. Two of these, Srīnivāsāśāstri and Subbāśāstri, questioned the students in Sanskrit.

209. The first class had only two pupils present, and those not the principal ones. They, however, sustained the honor of the school. In Vishva Gunādarsha, Champu-Rāmāyana. Gangalahari, Bhāgavata and Bhārata Champu, they appeared quite at home, analysing and

construing the verses and explaining them in Telugu, to which they are accustomed, or as far as they could command, in Kanarese. The introductory Sūtras of Pānini were also quoted and discussed. A question in Tarka was proposed and arguments in its support recounted, but the opponent who should have responded was one of the absentees.

210. The second class study Māgha, Naishadha, Tarka Sangraha and Alankāra. In all these they answered readily the queries put to them, and when plied by the head master of the English school with questions derived from the English rules of logic, were not much at a loss in furnishing illustrations of the use of the terms. The third class read Kumāra Sambhava and Raghuvamsha, and the fourth, Amarakósha with commentary. Both these classes did well, and not a single individual was willing to lose the opportunity of displaying his acquirements.

211. The company were entertained at the conclusion of the examination with a discussion in Sanskrit on female education, according to the Tarka rules, between Śrīnivāsashāstri and Tātāchāri. The debate was maintained with the utmost animation, and the latter disputant especially seemed to overbear all opposition with a volubility that was truly surprising. The interesting proceedings were not brought to a close until darkness set in.

212. The school is on the whole very satisfactorily conducted. Fees are levied on a majority of the students at the rate of one anna each a month. The poorest are admitted free. The Dévanāgarī character is understood by some, but for want of books in that character the instruction in it is limited to Gangalahari, the only work in use so printed. A request is made that books may be procured for the managers from Benares or some other quarter. The Sanskrit books now studied are in Telugu characters. An objection urged against copying out in Dévanāgarī letters is that they cannot be formed with the *stylus* on the palmyra leaves.

213. *Chintāmani*.—Though a small school, the instruction is of a very satisfactory character. There are 18 students, of whom one, the master's son and an active assistant to him, studies Nātaka, and is now going through Murāri, one Bhārata Champu, one Bhartru Hari, three Māgha, two Bhāravi, six Raghuvamsha, two Kumāra Sambhava, two Kālāmrita. For references in grammar the Kumāra Vyākaraṇa is used.

The school is now conducted in a mantapa belonging to the large temple.

214. *Mágadi*.—This school contained at the time of my visit 26 students, of whom 24 were present. The instruction is given by three shástris : Venkatádrishástri, the head of the school, teaches the Champu-grantha and Alankára ; Nanjundashástri, a learned man who has spent several years in study at Benares, teaches Vyákarana and Tarka ; Ranga-shástri teaches the Naishadha and Kávyá generally. The students are divided, as is usual with institutions of this kind, into groups, each going

through some particular book. In the margin

Amara	3
Kumára Sambhavá	10
Raghuvamsha	2
Má zha	4
Naishadha	3
Bhartru Hari	1
Champu Rámáyana	1
Alankára	2

I give the present divisions, beginning with the lowest. I was very pleased to observe evident signs of careful teaching in all the classes, but more especially in the higher.

The two students of Alankára were examined in Vritta Ratnákara, one being questioned in the Indra Vajra Vritta and the other on the Manda Kránta Vritta. Bhartru Hari and the Pancha Kávyá were also read and translated, &c, in their respective classes. The second division of the Kumára Sambhava class was the only one that shewed any hesitation in answering the questions put to it.

215. The students in the school are most of them natives of other parts of Mysore attracted to Mágadi by the liberality of Karnika Tippaiya who, from charitable motives, supplies them with food, and also extends an unbounded hospitality to all strangers. The school premises being very confined and moreover of uncertain tenure, Venkatádrishástri has been permitted to occupy the unused portion of the old talook cutcherry.

261. *Mékkóté*.—This school consists of two departments, one for girls and one for boys. The latter contains, according to the register, 65 pupils. Three students forming the upper section of the first class, are the only ones studying Sanskrit exclusively, the rest of the scholars receive a mixed Sanskrit and Kanarese education. Of the three youths learning only Sanskrit, one has studied the Jánaki Parinayá, and the other two Bhartru Hari, and all three the rules of grammar as contained in Siddhánta Kaumudi. The head master had written out some examination questions which were answered by the students *vivâ voce* at considerable length and with great readiness. A private written examin-



nation had been held the week before by Pārthasāradaieṅgar, a Vakīl of the Madras High Court. The second section of the first class did some simple sums in vulgar fractions and the rule of three. The master has prepared a work in Sanskrit nominally on geography, but which is intended to teach, by means of the illustrations used, arithmetic, geography and history all together. The verses in this book are committed to memory and explained.

217. The day of my visit happened to be Dwādasi, which prevented my having a very prolonged examination. From what I saw, however, it is plain that the school is not what it used to be either in numbers or in the character and attainments of the pupils. A demand seems to have sprung up for a more practical education than the Vaidika Brahmans of a few years ago were desirous of receiving, and many of the pupils now take service as school masters in the Educational Department. This institution claims to have supplied no less than nine hōbli masters in the Hassan District, besides certain talook and training masters in various parts. The ability of the teachers is undoubted; but of the two brothers at the head, one or other is frequently compelled to be travelling in quest of hard-won subscriptions for the support of the school, while the other teaches Sanskrit in his own house to the few advanced pupils, the mixed Sanskrit and Kanarese instruction being carried on by the two assistant masters, one of whom also has charge of the girls. The preservation of order is consequently imperfect, and better arrangements should be made for the discipline of the school. It is desired to open classes for Sūdrās, which will necessitate the occupation of a further portion of the temple verandah granted by Government for the school, and the appointment of additional masters; but for the expenditure involved there are no funds. I am of opinion that a greater concentration of the teaching power upon the existing institution is rather called for.

218. It is interesting to mention in connection with the Mēlkōté school that a society for promoting Sanskrit literature, called the Yadugiri Vēdānta Vardini Sabhē, has been organized through the influence of Pārthasāradaieṅgar before mentioned. The Sanskrit works in the temple and private collections are to be transcribed by the students of the school to form a library, the expenses of the society to be met

from the proceeds of a fund raised for the purpose by an expedient copied from our well known money boxes. A *Kalasá* is placed in each house, and in it are deposited contributions in money or kind, either periodically or on occasions of feasts or important ceremonies in the family. These vessels will be opened after a time, and the contents used for the benefit of the society. The presidents and fellows of this literary association are the most learned and prominent members of the Shrívaishnava priesthood and community. Correspondence on the subjects of the *Sabhé* is to be carried on with a similar institution in Madras.

219. *Seringapatam*.—This school founded by Pandit Jagannáthachári, is provided with three masters, two of whom, Krishna Shástri and Srínivásaiengar, conduct the classes for the study of *Sáhitya* or the poets; the third, Narasimha Múrtyáchár, is the professor of *Vyákarana* or grammar. The students are divided into groups rather than classes, each individual having separate instruction in a different book, or different part of the same book. The number studying in each

	No.
Kávyá	15
Champu	7
Nátaka	2
Vyákarana	11
	—
	35
	—

section is given in the margin, from which it will be seen that the school contains 35 pupils. They are of all ages from 12 to 30. Five students of the *Pancha Kávyá* class read *slókás*, and went through the usual accompany-

ing exercises, three in *Raghuvamsha*, one in *Mágha*, and one in *Naishadha*. Three students of *Champu Grantha* read and translated, &c., one from *Nílakanta Champu*, one from *Bhárata Champu*, and one from *Bhágavata Champu*. The single *Nátaka* student present gave some readings from *Kálidása's Sákuntala*, and he and one of the *Kávyá* (*Naishadha*) students engaged in a discussion according to the rules of *Tarka*, in which they had received some instruction from Krishna Shástri. Three students of *Vyákarana* replied satisfactorily to questions and problems proposed by their learned teacher from the *Siddhánta Kāumudi*, on *Shabdádhyikāra* and *Sandhi*.

220. I consider that the school is creditably conducted, and so far as the limited range of study permits is doing a good work of instruction. I am of opinion, however, that the system of class teaching would economize the time of the masters and be attended with many

advantages. The premises, in a small house of two stories, are not suitable for the school, but I believe a fund is being raised for the erection of a proper building.

221. *Muttiru*.—This school, situated in a populous Agrahára, is carried on with great ability and method by a young man named Narahari Shástri. In the first class two students read Tarka as far as Gadádhari, Sámányanirukti, and the plays of Sákuntala and Prabódha Chandródaya, the other three Pratápa Rudríya. In the second class two are going through the Bhárata Champu, two the Rámáyana Champu, (of whom one is also learning Nilakantíya in Tarka Shástra) and the fifth Muktávali. The studies of the third class are for two Naishadha, for two others Mágha, and for the remaining two Mágha and Bháravi. In the fourth class 15 study Raghuvamsha, two Kumára Sambhava and five Amara, one boy in the second class learns Vasu Charitra in Telugu, and one in the fourth Kathá Saptati in Kanarese. The results of the examination in the various classes were good, and the institution is a very promising one.

222. *Makíru*. This school is held in a temple, which it would be profanity for a European to enter. The students were therefore assembled for inspection in a large mantapam. The number present was 20, out of 21, all reading the Raghuvamsha, except two who were learning the Naishadha. This is apparently as far as the two masters in charge are prepared at present to give instruction; but with the view of qualifying themselves for directing higher studies they in their turn become students from 3 to 7 every day, and along with the hóbli school master and another young man study under a competent private tutor the Champu Rámáyana, Gurubála Prabódhika, Vishvagunádarasha and Tarka Sangraha Dípiké. The school hours profess to be from 12 to 8, which gives 5 of the boys an opportunity of attending the Chennapatna English school in the morning. The instruction is as yet but slightly advanced beyond the preparatory stage, but the school has within it the elements of improvement.

223. *Mandya*.—This school was assembled for inspection in the verandah of Púrnaiya's Chatram. Of 15 pupils belonging to it 10 were present. The second class book is the Rámáyana Sangraha, in the

third class Raghuvamsha is studied, in the fourth Mágha, and in the fifth Naishadha. The two last seemed to have been well taught; but the lessons of the second and third classes were imperfectly done. The present head of the school is Singaraiengar, a teacher invited from Mélkóté to take charge about four months ago; Apláchári, the original master, having left for Madras in February last, and no further tidings having been received about him.

*d. Persian and Hindustáni Schools.*

224. The Mahomedan Sub-Deputy Inspector of Hindustáni schools, Khája Mahomed, is charged with the examination of these schools; but the majority have also been visited by myself while on circuit. From one school, the Madrasa Mufid ul Anam in Bangalore, it was found necessary to withdraw the grant. Of the large Bangalore schools, the Madrasa Kudusia appears this year to take the lead. Madrasa Sultáni is strong in Arabic, and Madrasa Muhammadia in Persian. The last named institution however has the prospect of losing its learned and able head master. The Pesh Imám, who is the chief manager of the Madrasa Kudusia, is taking steps to introduce a novelty in providing a playground and games for the boys.

225. BANGALORE DISTRICT. *Madrasa Islamia, Bangalore.*—This school has suffered from the absence of the head master, who has been on leave for a considerable time. He has just returned, and will be able to restore the school to its normal condition. A monthly examination is held by members of the managing committee with the view of improving the junior classes, which were found at the inspection to be very backward.

226. *Madrasa Kudusia, Bangalore.*—Since the return of the Pesh Imam from Mecca this school has been managed with ability and success. His voyage has awakened an interest in the study of geography, and in this subject and arithmetic, both of which are generally very defectively taught in Hindustáni schools, this institution is foremost. At the same time it is not behindhand in the usual Persian exercises. The head master is a clever and intelligent man.

227. *Madrasa Muhammadia, Bangalore.*—This school has been steadily conducted, but has not made much progress during the year.

The learned head master has gone to Hyderabad, and may possibly not return. The future of the school is therefore uncertain. The Bár Bakshi, who is the Nazim, is as anxious as ever to maintain its reputation, and will endeavour to procure a suitable head for it. The English instruction is still given, as for the past two or three years; but the Sub-Deputy Inspector is of opinion, in which I quite agree, that the studies are of no value, and had better be given up, the boys if necessary being allowed to attend one of the many English schools close at hand, for a short time in the morning.

228. *Madrassa Sultani, Bangalore.*—A well managed school, making evident progress from year to year. One student who had paid much attention to Arabic has obtained public employment in the Nizam's dominions. In arithmetic and geography the instruction is rather backward, but the language studies are very satisfactory. The walls of the school room are decorated with excellent specimens of Persian and Arabic calligraphy, the work of the pupils.

229. *Madrassa Mufid ul Anam.*—This school had been shamefully neglected for some time past, and no remonstrance on the subject seemed effectual. The grant was therefore withdrawn, and I see no reason for ever renewing it, as the neighbourhood is sufficiently well supplied with Hindustáni schools.

230. *Commissariat School, Bangalore.*—The peculiarities of this school have been described in former reports. The camel drivers for whose sons it is intended require but a modicum of learning for their boys. They are besides a migratory class, and when ordered off to Hyderabad, Hunasúru or other Commissariat depôts, take their families with them. The school, allowing for these circumstances, is doing as well as can be expected.

231. *Closepété.*—I found 18 boys present out of an alleged total of 38. The venerable master, whose father was a Munshi to the Duke of Wellington when in his earlier career, as Colonel Wellesley, he was Governor of Seringapatam, is a good teacher, but becoming too aged for the work of controlling boys. He is impoverishing himself to obtain a good education for his son at the Hindustáni normal school in Bangalore with the view of providing himself a successor. The most

satisfactory arrangement would be to take over the school as a branch of the Government school at Closepété, appointing this young man to the charge when he has passed his examination.

232. *Chennapatna, Madrasa Muhammadia*.—With the view of obtaining a renewal of the suspended grant-in-aid I was invited to inspect this school. It contains 67 pupils according to the list, of whom 52 were present, a large majority are beginners. The first class read and translated from Gulistan, and answered questions from Chehal Sabakh and Tarikh i Hind. In arithmetic the two most advanced boys professed to know something of fractions, but their knowledge was very imperfect. One of the students in this class is a Hindu, the first boy in the Government English school. From him some assistance is derived in teaching arithmetic. The second and third classes were reading various parts of the Talim-Námah. The school was assembled in the masjid, the proper premises being under repair. The management and teaching staff are unaltered. One of the junior masters is supported at the Hindustáni normal school, Bangalore. The foundation fund amounts to Rs. 2,900, which produces an income of about Rs. 400 a year. The school therefore is not in difficult circumstances.

233. *Dodda Ballápura*.—The school is well attended, and has made greater progress this year than before. The highest class is doing the lessons appointed for the third grade in Government schools.

234. *Tyámagondlu*.—The Sub-Deputy Inspector describes the state of this school as highly satisfactory. There has been marked improvement during the year.

235. KOLAR DISTRICT. *Chintámani, Madrasa Islamia*.—This school has considerably improved since the master put himself under training in the Hindustáni normal school at Bangalore. The pupils number 33, including 3 girls. The lessons were very fairly done, and the school is well managed.

236. *Echinpalli Madrasa Ibrahimia*.—The school is held in wretched premises. A slight improvement is perceptible this year in the management. The highest class is a fourth.

237. *Rónúru*.—Attended by sons of Sillédars in the Mysore Horse. The boys generally leave school and enter Government employ as soon

as they can read and write well. The highest class is a third. The master is reported to be an intelligent man and attentive to his work.

238. *Srīnivāspura*.—The master of this school is undoubtedly a clever man, and possesses, I believe, a greater knowledge of Arabic than is common in the south of India. Many circumstances connected with his school, however, I cannot but regard as open to suspicion. At the time of my visit there were 42 boys present. One or two boys only in each class answered readily and well, and the pupils altogether seemed to be under very indifferent control. I think the school requires to be carefully watched in order to insure efficient management.

239. MYSORE DISTRICT. *Gumbaz Madrasa, Seringapatam*.—This school is conducted in the great mosque at Seringapatam, and is provided with two masters, supported from Tippu Sultan's endowment continued by the British Government. The original object of the school appears to have been the instruction of the sons of employes attached to the mosque, and to the mausoleum of Hyder, whose offices are hereditary. With no higher aim therefore, the students have generally been taught what would suffice to enable them to carry on the appointed religious services. Since the school, however, was placed under the inspection of the Educational Department, some additions have been made to the lessons; but only language subjects are studied, no arithmetic or geography, and the pupils though nominally divided into three classes are taught individually. Of the 17 belonging to the school 14 were present. *Gulistan*, *Zalikha* and *Inshasibian* were the books read in the first class, *Sirat ul Islam*, *Talim Nama* and *Amadan* in the second, *Koran* and the alphabets in the third.

240. The teachers live at Ganjám, which is some distance from Seringapatam, and hence there is reason to believe the school is not very regularly conducted, nor for more than a short time in the day. The number of pupils is too small to require the services of two masters, and is not likely to be increased in Seringapatam even by opening the school to outsiders. In Ganjám, however, there is a considerable Musalmán population, and no Hindustáni school. By forming a branch school there, under one of these masters, much good might be done. Nor need

this, I imagine, be considered an infringement of the terms of the endowment, which now equally embraces the establishment of the Gumbaz at Ganjám and of the mosque at Seringapatam.

241. Of the two teachers, the first is a young and clever man, named Seiad Sháh Murtaja Khádri, the other very aged, named Gulám Rasúl, well read in his youth, but now too greatly enfeebled for the work of school teaching. With the concurrence of the Nazim of the Gumbaz, under whose control all the establishments are placed, an enlightened man, and anxious to see the educational arrangements improved, I have to propose that the Civil Pension Paymaster at Mysore be moved to direct the following changes ; (1) The opening of a branch school at Ganjám, in the unused Government chávadi opposite the old jail, under the charge of the first master above mentioned; (2) The exchange of the second master with a Mutvalli on the establishment, named Abdul Mejid, who receives about the same pay, and the continuance of the school at the mosque under the latter ; (3) The admission of all Mahomedan boys willing to attend, and the adoption of the Government course of Hindustáni studies in both schools.

242. *French Rocks, Madrasa Muhammadia*.—This school is in a very satisfactory condition, and for two years past the pupils have been making considerable progress. The head master is assisted by his son, who has received an English education in Mysore and Hassan, and is consequently well acquainted with arithmetic and geography, the subjects most defectively taught in Hindustáni schools.

243. *Hunasíru Madarasa Sultani*.—A good school, and well managed. The master is an intelligent and painstaking man. The upper boys have a fair acquaintance with Persian and arithmetic.

244. *HASSAN DISTRICT. Hasan ul Madrasa, Hassan*.—The grant-in-aid of this school was suspended in January 1870, owing to deficiencies in the instruction. At the time of my visit here was a very large assemblage of the Musalmáns of the place, including many influential men. The Nazim rode in 19 miles from his coffee estate on purpose to be present, and there was every indication of the interest felt in the result of the examination.



245. The number of students was 56. Some of them attend the Government English school. Much confusion prevailed about the register books and other records of the school, which could not be produced. The lessons brought up for examination were, however, fairly done, *viz.*, in the senior class, Gulistan, translating from Persian to Hindustáni, and simple proportion in arithmetic. The first class answered well in Persian grammar. The second professed a knowledge of the geography of India, but the use of the map was not familiar to them. Two Brahman boys, students of the Government English school, form one section, and they read and translated from the Talim Nama very correctly.

246. The Nazim is an enlightened energetic man and understands well what the school should be, but his absence during the coffee picking season has been detrimental to it. I advised him to appoint the Jamaadar of the local regiment, who was present and took an active part in the examination, to officiate for him while away. The head master is a thoroughly clever man, but inclined to be imperious and not sufficiently under control. There are besides, two assistant masters. It seems to me that strong efforts have been made to improve the school, and as a still prolonged withdrawal of the Government aid must hinder its successful operation, if it does not jeopardize its existence, I think a conditional renewal of the grant is advisable.

247. In connection with this school I may mention another instance, beyond those that have frequently been brought to notice, of the defective working of the Central Book Depôt. Though excellent Urdu wall maps have been obtained from the Punjab for sale, their very existence is unknown to most of the Hindustáni schools. So anxious, however, was the Nazim here to supply the want, that he has actually procured at some expense a beautiful atlas in the Turkish tongue from Egypt, for the help of the advanced students.

#### 4. GIRLS' SCHOOLS.

248. *Bishop Cotton School, Bangalore.*—The number of pupils is 45, of whom 17 are boarders. Four classes have been formed, of which the first two are taught by Mrs. Smith, the lady at the head of the school, who also instructs in music. The other classes have each a mistress. A native attends to give lessons in drawing. The school

hours are from 10 to 3, five days of the week, the time from 1 to 3 being devoted to needle work. In the first class Lord's Modern Europe has been used both as a reading book and a text book for history, and the young ladies seem to have gone through the portion studied with attention. Hughes' Physical Geography presents perhaps too many difficulties to be understood without the aid of diagrams. The knowledge of arithmetic was very imperfect. It is desirable that so important a study should receive more attention. Mr. Wallace, head master of the Engineering school, has, I believe, occasionally given a few lessons to the class; but regular and methodical instruction is needed, and from the evident desire which exists to master the subject, such instruction would be appreciated. The mode of examination usual in this class is not what is generally adopted in schools. The mistress writes out questions *with answers*, which are copied by all the girls. It is suggested that questions only should be given, the pupils being required themselves to furnish answers. The second class pointed out places with great readiness on the map of Europe and did simple sums. The third class read and answered questions satisfactorily from Little Arthur's History of England. The fourth class were also well prepared in their elementary lessons.

249. The general tone of the school is decidedly good, and a pleasing air of comfort and of being at home pervades the place, which shew the exercise of thoughtful care on the part of the head mistress. But the education might with advantage be of a higher standard and more liberal. The premises are very commodious and airy.

250. *London Mission Boarding School, Bangalore.*—Contains 26 boarders and 4 day scholars. Lessons in English are given from 7½ to 10 every morning, needle work occupies three hours from 11 to 2, and Kanarese studies from 3 to 5. There is a separate classification of the girls for English and Kanarese, two teachers being employed for instruction in each language. The whole is superintended by Mrs. Rice and Miss Muller. A matron has charge of the boarding establishment, and teaches the girls cooking, washing, &c., every thing of that kind being done on the premises by themselves. Writing to dictation in English was very incorrect, in other respects the girls did well on the whole, both in English and Kanarese. I was favored at the close

with a specimen of their choral singing. All about the premises was clean and orderly, and the inmates, most of them entire or partial orphans, looked tidy and cheerful, and are evidently well cared for.

*a. Kanarese Schools.*

251. *London Mission Day Schools, Bangalore.*—There are eight schools comprised under this head, situated at the places given in the margin. The attendance of pupils amounts to 679. The numbers were greatly reduced some months ago in consequence of the baptism of one of the girls. They have since, however, risen as high as ever, though the elder and most advanced pupils have not returned. The school at Yelahanka was closed for some months, to allow of a change of masters. It is now again in operation. At Anekallu the teacher fell a victim to cholera, and the school was broken up for the time; but arrangements have since been made for carrying it on as before.

Bangalore  
Kurabara Pété  
Cubbon     "  
Hosa       "  
Aralé       "  
Yelagaudanahalli  
Anekallu  
Kolár  
Yelahanka

252. In the Training Home conducted by the lady who superintends all the above schools, there are four little girls, whom it is intended to prepare for the work of female instruction. The state of the schools generally may be described as very encouraging and creditable to the managers. A native catechist has been appointed as an assistant in teaching and visiting the various branches, which it is intended should be inspected by him once in every two or three months.

253. *Wesleyan Mission Day Schools, Mysore.*—The number of schools is two, situated in the quarters of the city noted in the margin. The attendance was stated to have been affected by sickness, and the removal of elder girls. Srirámpété school is held in the upper story of a rented building, and is provided with two male teachers. At the examination 49 girls were present. The first class of 7 have done 3½ chapters of Morris's History of India: portions of Campbell's Grammar and Rice's Geography, and as far as addition in arithmetic. About 15 girls can read sentences, the rest are engaged on the alphabet and simple words. The Maudya street school is also held in a rented build-

Srirámpété,  
Maudya street.

ing, and has two masters. The course of study is similar to that followed in the first mentioned school; but the girls, of whom 46 were present, are not advanced quite so far. Negotiations are on foot for the purchase of suitable commodious premises for the girls' schools.

254. *Wesleyan Mission Siddikatti School, Bangalore.*—There were 28 girls present, most of them belonging to respectable Brahman families, living in the immediate neighbourhood. The school is divided into 3 classes under two male teachers (Brahmans). The rudiments of reading, writing, arithmetic and geography are taught. The first class being examined in the third book (Mission series), writing to dictation, the multiplication table, and the map of Asia, I found their knowledge the minimum that could be acquired during the time they have been under instruction. Looking to the well-to-do position and apparent intelligence of the girls and the fact that the school is meant to be select, I am of opinion that fees should certainly be demanded, and of more than nominal amount, and that superior means of instruction should be provided.

255. *Sanmarga Darshani Balika Patashala, Seringapatam.*—There were 23 girls present in this school, all Brahmanis. Eight of the most advanced pupils have been lately removed, two or three on attaining the age for marriage, and others on the transfer of the Amildar and other talook officials, to whose families they belonged. The examination at the time of my visit was therefore little more than nominal. Three girls were brought forward as able to read in the first book; but the most advanced was so extremely bashful that no persuasion could induce her to make a public display of her accomplishments. After a time, however, she was prevailed upon to read a few sentences, and write some figures on a slate from a position of concealment behind the door. The school was held in the enclosed verandah of a house in the Brahman street, with a small room attached for keeping books &c. in.

256. *Malkote Hindu Girls' School.*—Opened in August; contains 20 promising pupils, of whom the two most advanced read with ease, and explained the meaning of lessons in the first book. They also wrote to dictation, and know the multiplication table. The masters, who find that the girls learn quicker than the boys, appear to have encountered a good deal of opposition in establishing this branch; but the prejudices

against female instruction are fast wearing away, and receive no countenance as a rule from educated men.

*b. Tamil Schools.*

257. *The Catholic Schools at Mysore and Shethalli* have been already noticed along with the boys' schools at those places.

258. *Wesleyan Mission Mutucheri School, Bangalore.*—This was formerly a boys' school ; but the boys were transferred to the New Market school, and a class for girls opened in June last under the direction of Mrs. Fentiman. There are now 27 girls, all learning Tamil, and examined weekly by the inspecting school master. One male teacher is employed on Rs. 8 a month, and a serving woman on Rs. 3. No fees are paid, and books are provided gratis.

*c. Hindustáni Schools.*

259. *Mahomedan Female Educational Institution, Bangalore.*—This school continues to be well attended, and the progress is not unsatisfactory. The girls read very well indeed, put down figures, and know a little grammar. Writing is not taught, as the possession of such an accomplishment would be regarded as dangerous. Some of the elder girls who had learnt embroidery have lately left. The funds derived from private sources are very precarious, and there is reason to suspect that the main expenditure is met from the grant. About 20 poor girls receive a meal a day.

260. *Madrassa Mufid un Nisván, Bangalore.*—This school appears to be going on fairly, though the register and account books are very confused. The girls knew what they professed to have learnt, and some could read accurately and with great fluency. Needle work and embroidery receive particular attention. No writing is taught.

261. *Zenáni Madrasa, Tárámandalapété.*—This school is conducted by Amir un Nissa Begam, a clever young woman of good family and well educated. She supports her blind father and his family by earnings of her school opened two years ago, on the household coming from Mysore. The Sub-Deputy Inspector visited it, and found 26 girls present, 20 of whom were examined openly, and the remaining 6 elder ones with the intervention of a parda. He expresses himself as very pleased with

the school, and anticipates good results from its being placed under Government inspection.

### III. BOOK DEPARTMENT.

262. *Central Book Depot*.—The work of the *dépôt* has been increasing from year to year, but no addition has been made to the establishment. From this cause and from a want of methodical arrangements the demands of school masters were not supplied with regularity, and frequent complaints arose. An improved mode of indenting for books, which I suggested some months ago, has been adopted, and the labor and correspondence of the Curator thereby materially lessened. Still the *dépôt* is too short handed to work smoothly. But apart from this the transmission of books is subject to frequent delay and interruption for want of coolies or other means of transport. I recommended two or three years ago the permanent employment of a small staff of porters for conveying parcels at stated periods along appointed routes, so that all the schools might obtain regular supplies, and I still think that plan would be both economical and satisfactory.

263. *School Books*.—My attention has been particularly directed to supplying the want of elementary Kanarese school books, and proceeding on the principle described at the commencement of the report, (paragraph 16) I have superintended the preparation by the Kanarese Translator, Ramaswami Shāstri, of the following series : *Padya Sāra* (poetical reader), *Kathā Saptati*, (prose reader), *Vāgvidhāyini* (grammar), and *Bhūvivarāṇé* (geography). The best proof of the success of these books will be found in the demand for them, of which the following facts are confirmatory. The first edition of *Padya Sāra*, 10,000 copies, is exhausted, and a second called for: of *Vāgvidhāyini* a second edition of 10,000 copies has just been published : of *Bhūvivarāṇé* the 5000 copies issued are all gone, and a reprint is required. It may be mentioned as an encouraging fact that the *Padya Sāra* has called forth a native commentary, *Padya Sārā Prakāshiké*, in size and price as four to one of the original text.

264. I have now in the press *Anka Ganita* (arithmetic) and *Amara Kōsha*, the well known Sanskrit thesaurus of words, which is so popular in native schools.

265. *Maps.*—The map of the World in Kanarese having been completed, arrangements have been made for engraving one of India on a large scale ; but for want of the skilled labor required, the work proceeds slowly.

#### IV. BUILDING OPERATIONS.

266. School houses according to the second class standard design have been erected at Yelahanka and Sríniváspura, and new wings have been added to the Hassan and Kolár District school premises.

267. The school compounds at Bélúru, Arakalagúdu, Dodda Ballápura and Sarjápura have been suitably enclosed.

268. For the construction of hóbli school buildings the village people frequently complain of their inability to procure timber. This difficulty, it is hoped, will be partially removed by the recent order of the Supreme Government (No. 75 F., Public Works Department, Revenue—Forests, dated 10th February 1871 ) that the ryots of poor districts may be supplied for the purpose with timber from the Government forests at half the duty rates. In several cases, however, the people are unwilling to contribute for the work until some responsible person undertakes the superintendence. The Amildars have generally taken steps to give the villagers confidence, but their directions are too often thwarted by subordinate officials on the spot.

#### CONCLUDING REMARKS.

269. *Complement of Schools.*—From the particulars given under the heads of Talook and Hóbli Schools, it will be seen that the sanctioned complement of one school for each talook and one for each hóbli is all but filled up. It is therefore well to inquire in what direction a further extension is desirable, and what means are at disposal for the purpose.

270. *Desideratum for English Students.*—It is likely that enough schools exist for the minority of the population who are in a position to pay for and profit by an English education. I am of opinion, however, that a boarding establishment is needed for native students from out-stations. An Amildar, though ignorant of the language himself, often wishes to have his children taught English, and for want of connections at head quarters to whose care they can be entrusted while attending

school, is forced to engage a private tutor,—a part generally played by a man whose qualifications bear an inverse ratio to his assurance. Other officials in the talook are led to send their boys to the Amildar's school and to share in the expense of the master, who receives about Rs. 25 a month, and holds a privileged position in virtue of his employer's authority. Such arrangements are detrimental to the Government schools, and moreover do not answer the end for which they are made. Were only the means of residence provided at the capital, the best and highest instruction would gladly be availed of. I do not advocate its being done by Government, though much might be urged in favor of that course. But it is perhaps not too sanguine to expect that some wealthy native, or body of natives, may, in emulation of their brethren in Bombay, be willing to build and endow a chatram for the exclusive use of students in the High School, than which few more charitable or meritorious works could be performed.

271. *Prevailing Vernaculars.*—In considering the claims of vernacular instruction it is well to bear in mind that the bulk of the population is Kanarese, that about 5 per cent of the inhabitants are Mahomedans, speaking Hindustáni, and that Telugu is the prevalent language in the north east of the Kolár District, and among certain trading classes, as the Kómatís and Telugu Banajigas. Tamil is used in conversation among the Shrí Vaishnava Brahmans; but they do not, as a rule, either read or write it, and this language is chiefly confined to the Cantonment of Bangalore. Mahratti is employed for domestic purposes by the Uttaráji branch of Mádhva Brahmans.

272. *Demand for Kanarese Schools.*—Kanarese schools, on the scale of those at talook head quarters, it seems unnecessary to add to beyond the sanctioned limit, as they are not more efficient than the hóbli schools, and their cost is much greater. In fact a reference to last year's Educational Report (page 7 of the Chief Commissioner's Review) will shew that the annual cost of educating each pupil in the hóbli schools is very considerably less, both absolutely and in reference to Government expenditure, than in any other class of schools, Government or aided. When they were first established it was reckoned that no village would be much above  $4\frac{1}{2}$  miles from a school occupying the centre of the area of 41 square miles, the average dimensions of a hóbli



In practice, however, it is found that children will not come to school beyond a distance of about 2 miles. But as each of the revenue districts, extending over about 2,500 square miles, contains more or less 5,000 villages, (Mysore Statistical Returns, Table I, C) a circle with that radius would embrace a sufficient number of households to maintain a school. Small circles were not adopted at the outset, owing to the expense involved and the uncertainty of the result before a trial had been made. At the same time, however, it was shewn that the hóbli scheme was expansive and capable of being indefinitely extended. (Educational Report for 1868-69, paragraph 50.)

273. *Extension proposed.*—The success of the schools may now be considered established, the means of expenditure it will be shewn farther on can be made available. The extension of the village school system is therefore proposed for the approval of Government. From the four districts included in this report I have been furnished with a list of 371 large villages, the people of which, though anxious for education, are unable to take advantage of the existing hóbli schools, and in each of which at least 20 pupils will be assembled and school premises provided. Taking these data as a basis of calculation for the whole Province, I submit for sanction that the number of village schools be raised from 645, or one in each hóbli already provided for, to 1200, with a proportionate increase of the subordinate inspecting agency, the distribution of the new schools being regulated by the relative importance of the villages in each talook.

274. *Funds for the Extension.*—The cost of increasing the number

	Rs.	of village schools proposed above
555 Village school masters at Rs 7	48,620	would amount to Rs. 51,132 a
8 Sub-Deputy Inspts (3rd grade)	2,880	year, as per margin, which sum
at Rs 30		added to the Rs. 68,280 appropri-
Travelling allowance and establishment 1,632		ated in the Budget for hóbli schools
for do	<u>Rs 51 132</u>	

would make a total of Rs. 1,19,412 to be expended on primary education. But the one per cent educational cess for the maintenance of hóbli schools is estimated to produce Rs. 80,000, and by taking credit further for one half of that sum as the contribution from the State, in accordance with Despatch from the Government of India No. 100, Home Department, Education, dated 4th March 1871, we obtain Rs. 1,20,000,

or a little more than will cover the entire expenditure. It would be out of place here to enter into fuller details, but enough it is trusted has been said to warrant an application to Government on the subject.

275. *Demand for other Schools.*—The principal remaining demands are for girls' schools (in most cases Kanarese) and for Hindustáni schools. It is needless to point out the importance of encouraging female education wherever a desire for it is expressed. The remarks in this report under the head of girls' schools will shew, however, that at present the means are not at hand for extending such encouragement. As regards the Musalmán population again, it is extremely desirable that methodically conducted schools, in which a good secular education is given, should be established for them. This can be done by the appointment of trained masters from the Hindustáni normal school, provided that funds for the purpose are placed at the disposal of the Department.

276. *Provision for the Demand.*—The complement of District and Talook schools being now filled up, it follows that the work of the general Normal School has also been accomplished, as the vacancies for masters in such schools will henceforth be very rare. For such as do occur moreover, suitable candidates may be found either among the most successful hóbli masters or among the advanced pupils of the schools themselves. The Hindustáni branch of the normal school, however, has its work still before it. But the discontinuance of the other branches would set free a sum of Rs. 5,450 a year, which would be more than enough for the establishment of the schools referred to in the preceding paragraph. In fact Rs. 3,000, the annual grant made for many years past for new talook schools, would probably suffice.

277. *Demand for Assistant Masters.*—The foregoing propositions refer to the establishment of new schools, but many of those already established stand in need of assistance. It is evident that there must be a limit to the number of pupils a single master, however industrious, can efficiently teach, especially when they are at different stages of their education. On this limit being reached, unless an additional master is appointed, the people refuse to send more children to school, on the ground that they cannot receive proper attention. Attempts have often been made, but always unsuccessfully, to work by means of monitors. The

friends of a boy selected for that purpose argue that if he is fit to teach he has learnt enough and need not attend school any longer, unless it is made worth his while by paying him. The children in the lower classes, on the other hand, tell their parents that they are taught by one of the boys and not by the master. Hence these also are withdrawn. Thus the school suffers loss in both its highest and lowest classes. It has therefore been usual to appoint paid assistant masters wherever there was a reasonable ground for it.

278. *Advantages of their Appointment.*—In many cases these have been experienced indigenous school masters of the place, who, on offering to bring over with them all their own pupils, have on those terms been accepted after sufficient trial. The arrangement is advantageous to the Government school as securing a large accession of pupils and the influence and good will of the recognized local school master. The attraction to the latter is not the prospect of a larger income than he is getting, often it is not so large, but of one that is fixed and can be depended on, as well as of the connection with Government. Overtures originate with the men themselves, and first began to be received when the talook schools were placed on a superior footing by the organization mentioned at the beginning of this report. Not only has the usefulness of the Government schools been extended by these connections, but the entire education of many towns has been brought within the control of the Department. The recent orders therefore of the Supreme Government (No. 11 G, Foreign Department, General, dated 5th January 1871) declining to sanction assistant masters, imposes loss upon the schools, both talook and hóbli, and checks the full development of which they are capable. I venture therefore to submit that the matter should be reconsidered.

279. *Prospects of the Department.*—The means have been indicated whereby the operations of the Educational Department may in future be extended; but it devolves upon me also to bring to the notice of Government the position of those already in the service. The one paramount anxiety among all the classes of school masters is for definite rules of promotion. The general feeling on this subject was referred to in my report for 1866—67 (see Educational Report for that year, para 22-24). I would here again call attention to it, and request permission to draw up a plan of

graduated progressive salaries, the adoption of which would it is believed produce the best effect on school masters and by consequence on the schools in their charge. The expenditure at the same time need not exceed the present Budget limits, as the possibility of savings under the head of normal schools has been shewn, and by reduction of the engineering school a further sum of Rs. 5,682 would be available.

B. L. RICE,  
*Inspector of Schools.*

## APPENDIX III.

### II. CIRCLE.

#### *Inspector's Report.*

I have the honor to submit the Annual Report for the year 1870—71, on the progress of Education in Circle II.

I resumed charge of this office on the 7th June last after an absence of nearly 2½ years spent in Circle I.

The following tables will shew the number of schools and pupils under my inspection, also the work performed by myself and the Sub-Deputy Inspectors.

Table I.

DISTRICT.	No. of Government Schools.	No. of Pupils.	Private Schools in receipt of Govt. Grant.			Private Unaided Schools.			Total No. of Schools.	Total No. of Pupils.
			Established by Mission societies.	Established by other than Mission.	No. of Pupils.	Established by Mission societies.	Established by other than Mission.	No. of Pupils.		
Toomkoor ... ..	52	1,655	2	2	156	6	62	1,080	124	2,891
Shimoga ... ..	38	1,345	...	3	94	1	17	235	59	1,674
Kadoor ... ..	31	858	...	1	15	...	22	429	54	1,302
Chituldroog... ..	28	798	...	...	...	...	66	952	94	1,750
Total for 1870—71	149	4,656	2	6	265	7	167	2,696	331	7,617
Total for 1869—70	110	3,399	2	5	231	...	...	...	117	3,630
Total for 1868—69	72	1,175	2	6	261	...	...	...	80	1,436

Table II.

DISTRICT.	Boys.						Girls.		Total No. of Schools.	Total No. of Pupils.
	No. of Anglo-Vernacular Schools.	No. of Pupils.	No. of Talook Vernacular Schools.	No. of Pupils.	No. of Hóbli or Sub-talook Ver. Schools.	No. of Pupils.	No. of Ver. Schools.	No. of Pupils.		
Toomkoor ... ..	1	88	12	516	41	1,126	1	74	55	1,804
Shimoga ... ..	1	174	10	462	29	778	1	32	39	1,446
Chituldroog ... ..	1	60	11	384	16	354	...	...	28	798
Kadoor ... ..	1	46	9	355	22	472	...	...	32	873
Total for 1870—71	4	368	42	1,717	108	2,730	2	106	154	4,921
Total for 1869—70	7	355	37	1,365	70	1,841	2	86	116	3,147
Total for 1868—69	7	285	34	993	36	...	3	107	80	1,385

*Statement of Work.*

NAME AND OFFICE.	Area of Circle in square miles.	No. of schools examined during the year.	No. of days occupied in examining schools.	No. of days occupied in other work.	No. of days spent on circuit.	No. of miles travelled during the year.
R. G. Hodson, Inspector of Schools ...	14,347	138	106	212	150	2,115
Rámáchári, Sub-Deputy Inspector, Hóbli Schools, Shimoga ...	4,650	40	68	159	143	1,242
Anantáchári, Sub-Deputy Inspector, Hóbli Schools, Kadoor ...	2,725	42	47	178	146	1,661
Nanjundaiya, Sub-Deputy Inspector, Hóbli Schools, Chituldroog ...	4,205½	102	76	35	83	1,494
Vásudévaiya, Sub-Deputy Inspector, Hóbli Schools, Toomkoor ...	2,766½	34	37	121	59	860

Every talook throughout the circle has been visited by me at least once in the year, excepting only Molakálumúru.

Only one talook not visited during the year.

Schools that required a more frequent inspection have been examined twice and sometimes

oftener. English education has always been rather backward in this circle; but the results of this year exhibit decided indications of progress in the districts of Shimoga and Chituldroog, also, in a less marked manner, at Toomkoor. In the Kadoor District no advance can be reported.

Condition of English education.

The position of the three superior Anglo-vernacular schools has been improved by an increase of establishment, a step which involved no additional cost, as it was decided that the English schools at the three talooks of Chikkanáyakanahalli, Shikáripura and Harihara should be abolished, leaving only vernacular schools to be maintained at those places,

Transfer of teaching staff from inferior to superior anglo-vernacular schools.

and thus releasing four English teachers who were at once transferred as assistant masters to the superior schools at Shimoga, Chituldroog and Toomkoor. Although these schools are

Establishment still on minimum scale.

now placed more on a level with those of the same grade in other parts of the Province, the

establishments even with these additions are on a minimum scale. Much of the previous want of success may be attributed to the weakness in numbers and efficiency of the teaching staffs. Shimoga school is still at a disadvantage in this respect; but its University success, though comparatively small, is encouraging. The histories of the schools at Shimoga and Chituldroog exhibit very clearly to how great an extent the success or failure of an institution depends upon the head master. Both schools have now matriculation classes. To guard against the head master's time being wasted in cramming one or two boys to the neglect of the rest,

Precaution against cramming a few boys to the disadvantage of the many.

no matriculation class is now formed of less than 5 pupils and no first or preparatory class of less than 7 pupils. As a rule both of these classes are taught almost entirely by the head

master. Now that the status of these three district schools has been raised, I would venture to suggest a slight increase of schooling fee which might safely be raised from 4 to 8 annas on all classes above the third. For the encouragement of superior education it is

Scholarships recommended. usual to offer scholarships, a stimulus which has not yet been extended to this Circle ; but which I trust will now be granted not only for the more advanced students in English but also for Kanarese schools.

The abolition of the talook English schools has reduced the number of Anglo-vernacular institutions from 7 to 4 ; but the number of pupils brought under instruction instead of being diminished has increased, as will appear from the appended tables.

**A.***Previous Establishment.*

No.	SCHOOLS.	Number of Pupils.		Total.	Number of Teachers.		Total.
		Anglo-Vernacular branch.	Purely Vernacular branch.		Anglo-Vernacular branch.	Purely Vernacular branch.	
3	Higher Class...	254	192	446	9	8	17
4	Middle " ...	102	119	221	6	5	11
Total Number of Pupils				667	Of Teachers		28

**B.***Present Establishment.*

No.	SCHOOLS.	Number of Pupils.		Total.	Number of Teachers.		Total.
		Anglo-Vernacular branch.	Purely Vernacular branch.		Anglo-Vernacular branch.	Purely Vernacular branch.	
3	Higher Class...	322	198	520	13	8	21
1	Middle " ...	46	20	66	2	1	3
5	Lower " ...	...	105	105	...	4	4
Total Number of Pupils				691	Of Teachers		28



As the demand for English instruction increases it may be found expedient to re-establish schools of this class at the head quarters of talooks; but hitherto the experiment has proved a failure.

I trust that the peculiar position of the English school at Chikmagalur, the head quarters of the Kadoor District, which I have noticed in another part of this report, will receive attention, as English education is very inefficiently represented there.

Five new Kanarese schools have been opened during the year at the talooks of Kunigallu, Koppa, Nagar, Soraba and Hiriyúru. All are doing well except the last. The Hiriyúru Talook appears singularly destitute of important towns. The town of Hiriyúru itself is a mean half-deserted place, and only furnished about a dozen boys. A hóbli school would meet all requirements, and would be more acceptable if conducted by a Lingáyét master.

Talook Kanarese schools recently opened.

The talook of Wastára was last year provided with a school; but, under conditions similar to those I have described as existing at Hiriyúru, a transfer was made to Sakrépatna, leaving Wastára without even a hóbli school as a substitute. I paid a visit to Wastára with the express purpose of arranging for the establishment of some kind of school there; but found the people were in different, and the only available accommodation was a dark hovel where the Amildar kept his horse.

Talooks where Government schools are not necessary.

At Kadaba Talook I found an endowed free school and a recently opened Government school side by side. As there was no room for both and the former seemed popular, the latter was transferred to Chellakere, the head quarters of the Doddéri Talook, where it is in a tolerably thriving condition.

The only remaining talooks where schools of this class should be opened are Kávaledurga and Anantapura, both in the Shimoga Malnád. I was much disappointed during my inspection tours to find that many of the talook schools, especially in the Chituldroog and Kadoor

Talooks that remain unsupplied with Kanarese schools.

Districts exhibited little or no progress, and were scarcely equal to some of the better hóbli schools to which the talook schools should be models. With one single exception the fault

All success generally attributable to the master's neglect or incapacity.

clearly lay in every case with the teachers, and I have been obliged to exercise some severity. Two glaring cases I brought to your notice of men who had literally ruined every school with which they had been entrusted, These were, of course, dismissed, a proceeding that had a good effect on some others that were disposed to be idle. There are still a few who require very close supervision.

Unfortunately Circle II is rich in undesirable appointments, and several masters who have found their way to these penal settlements from the east of Mysore are not calculated to add to the credit of the Department. It has frequently been suggested that schools in such places should have a slightly higher rate of pay attached to them.

Under these circumstances it is gratifying to be able to note that the aggregate increase of attendance is one-third greater than last year. Of course the opening of five new schools has contributed to

Increase of one-third in the attendance at Kanarese talook schools.

this result; but a reference to the tabulated returns will shew that fully three-fourths of the old schools have grown in numbers. The general attainments also will bear the same test. On this head I may quote from a letter written by the Deputy Superintendent of Chituldroog in the month of February. He states, "I have been visiting all the vernacular schools of the talooks I passed by in my present jamábandi tour and making a few presents to the boys by way of encouragement. The progress was generally satisfactory, and I could see that your recent tour of inspection had done a great deal of good."

Remarks by the Deputy Superintendent of Chituldroog.

The unpopularity of many of the talook schools was, I see, noticed in the Educational Report for 1869—1870.

Unpopularity of Kanarese schools accounted for.

At such places I generally found the school-master was to blame. Even amongst men who had been through a regular course of training in the General Normal School, I repeatedly met with instances of a childish misapprehension of a school master's duties. One very common and to the people

peculiarly objectionable practice was that of making the study of history and geography injudiciously prominent to the exclusion of writing, mental arithmetic and the fractional tables which are taught in almost every village school throughout the country, and other subjects equally prized, though of varying importance with those I have named.

The public examinations were generally largely attended by the friends of the boys; but the Talook Amildars were conspicuous by their absence, and appeared to regard educational operations as of so little consequence that I brought the matter to the notice of the Superintendent of the Nagar Division, who caused a circular to be issued directing Amildars to be present when the schools at their talook head quarters were inspected. Many who have since shewn themselves very willing to assist educational movements, explained to me that they had previously been afraid of interfering in a Department which they had been accustomed to regard as unconnected in any way with their duty.

By enlisting the co-operation of the talook authorities, making the examinations as public as possible, and taking the opportunities offered by such gatherings to explain the course of instruction aimed at by Government, I generally succeeded in placing the masters of unpopular schools and the people on better terms with each other.

In each district there were a few schools that afforded me much gratification, and as offenders have been punished, I trust that those who have earned reward will receive promotion. Of this class it gives me pleasure to draw attention to the masters at Ságara, Maddagiri, Sirá, Bánávára, Dávanagere, Koratagere, Sakrépatna and Huliýúrdurga.

The recent order of Government refusing to sanction proposed assistant masters to a few of the larger schools and recommending the employment of monitors, has caused much dissatisfaction, especially in those cases where indigenous masters had amalgamated their own schools with those of the Government, and had not only been teaching gratuitously for several months but had forfeited during that period their usu-

al income from private scholars. As these men are generally held in much estimation where they have long been the principal local educators, the reopening of their own schools will undoubtedly withdraw many pupils from the Government schools, and give rise to much annoyance from the practice of pupils perpetually changing from one school to the other. I have already shewn that the practice of employing unpaid monitors has been tried and failed long ago.

The supply of vernacular school books has been rather defective during the year, rendering necessary the introduction of inferior text books and in various ways interfering with the progress of many schools. The present system of despatching supplies of books to the various talooks appears to involve a great deal of delay.

Much inconvenience is experienced at the following places from the want of proper school buildings :—Tarkere, Holé-Honnúru, Sakrépatna, Sringeri, Yedahalli, Molakálumúru, Soraba, Nagar, Chennagiri, Koratagere and Bírúru. One new school house commenced during the year at Nyámati is nearly completed, and sanction has been obtained for the building of two more during the coming year at the two places first on the above list. I would here venture to repeat a suggestion which has been offered before, that, for the Malnád, the existing standard design might be advantageously changed for a style of building less expensive, equally well adapted to the purpose, and capable of erection or repair without the necessity of employing skilled work-men from a distance.

The training school for hóbli masters at Chikkamagalúru is the only one in this Circle and has not latterly been so successful as usual. The solitary institution is quite unequal to the demands made upon it. The peculiarities of the Malnád Districts of Shimoga and Kadoor claim at least one training school and the Chituldroog District another. The difficulties adverted to are described in my report upon the hóbli schools of those districts.

Each of the superior Anglo-vernacular schools and several vernacular schools including the Nagar Division training school have had the

Chief Commissioner's inspection visits, advantage of a personal visit of inspection from the Chief Commissioner during his recent tour through the Province, which has had a very encouraging effect on the masters.

I will now proceed to notice briefly, district by district, the (I) Anglo-vernacular schools ; (II) Talook Kanarese schools ; (III) Hindustáni schools ; (IV) Hóbli Schools ; (V) Schools receiving Government aid; (VI) Unaided schools.

*The District School, Shimoga.*—Was inspected by me in the month of

* Number of Pupils	...	174
" Classes	...	7
" Teachers	...	5

December and reported on at considerable length. The condition of the school has greatly improved ; but classes II, III, and IV betrayed very defective tuition. The additional teacher, whose transfer from Harihara was afterwards sanctioned, has rendered good service, and I trust the other changes recommended by me will eventually receive approval and be carried out. This school affords an example of what may be effected where the head master understands his duty and does it. When Mr. D. Taylor took charge of the school in January, 1870, there were 76 pupils. At the end of 1869-70 there were 120, the attendance has since steadily increased to the number given in the \* margin, and will, I expect, soon reach 200. Notwithstanding the inadequacy of his staff which was represented in my inspection report, the head master set to work to achieve the standard which had hitherto been regarded as unattainable. The two most advanced students C. M. Rámánujaiengar and M. Narasing Bhán, both of whom began their A, B, C, in this school, were taken through the matriculation course. When the time arrived for them to go to Bangalore for the examination, Narasing Bhán, who had recently got an appointment as a writer, could not obtain leave of absence. Rámánujaiengar went up and passed very creditably in the first division. On the list of candidates passed out of the various schools of the Mysore Province his name stands second, only one candidate having passed above him. Had Narasing Bhán appeared, there is every probability he would have passed also. The successful matriculate is preparing for the F. A. test, and five other pupils for the entrance examination of 1871.

With the defective means at his disposal it was not to be expected

that the head master should pass a large class, as a disproportionate division of his time was claimed by the junior classes. He has, however, done his best, and I think the merit of his effort should receive substantial recognition. The standard attained entitles the head master to a higher rate of salary than is drawn by him at present.

Assistant master Isaac Pillé has worked very zealously.

Thanks are due to Major Hay, Superintendent of the Nagar Division, and to Colonel Babington, the District Engineer, for the general interest they have exhibited in the progress of the school and for their contribution of 50 rupees each towards the purchase of prizes.

*The District School, Chituldroog.*—Has for the last two years, I find, been reported upon very unfavorably. I

Number of Pupils	...	60	took an early opportunity of inspecting it, and found every thing in a deplorable condition.
" Classes	...	7	
" Teachers	...	4	

The school building was dirty and delapidated, the furniture damaged, the mats worn out, and the book store filled with books; whilst the classes had in some cases one book to five boys. Every thing betrayed neglect and confusion.

The highest class was nominally a second; the teaching staff consisted of only the head master and one assistant. In dividing the work no particular duties had been assigned to either master, consequently neither professed to be responsible for the attainments of any class in any subject. The excuse offered for the failure of every class throughout the school was the inadequacy of the teaching staff, which undoubtedly was not equal to the requirements of the school, and to have taken each class through its appointed course would have entailed very heavy work upon two masters; but I failed to detect the slightest indication of the performance of any extra duty by either teacher.

Every effort for the improvement of the school proved fruitless, and it became necessary to place it under different management. The Principal of the Bangalore High School gave up the services of one of his teachers who was appointed head master. The closing of the talook English schools at Chikkanayakanahalli and Shikáripura placed two additional English assistants at liberty. The number of names on the attendance roll is already nearly double what it was when Mr.

Clapham took charge less than two months ago, and it should be observed that of the newly admitted pupils five have been formed into a matriculation class, and others have been distributed pretty equally over the other classes.

About three weeks after these changes had taken place the officiating Deputy Superintendent and the Judicial Assistant inspected the school ; the following remarks were entered by the former. " I inspected the school this morning, and found great improvement since I last saw it. Mr. Clapham seems to have introduced order and regularity into every thing, and I doubt not that under his management the school will become one of the best district schools in Mysore." I here beg to remind you that Mr. Clapham's transfer from Bangalore to the head mastership of a distant district school is somewhat disadvantageous to him, and I trust that the merit of his services may eventually receive due acknowledgment.

This and other schools of the district are greatly indebted to the active interest exhibited by the Deputy Superintendent, Mr. P. Krishna Rao, in paying visits of inspection and distributing rewards.

*The District School, Toomkoor.*—Although it does not take such a good position amongst district schools as I think

Number of Pupils	...	88	it might, yet has made fair progress. Its highest
" Classes	...	6	class is now a first, a standard that has not
" Teachers	...	4	been attained for several years past. The

existence of a land surveying class is a noteworthy feature which is not, I believe, to be found in any other district school. It is of recent formation and is conducted under the difficulties arising from a very limited apparatus, and even for that the school is indebted to the Executive Engineer Mr. McKennie, who lent what could be spared from his office, until other arrangements are made. The surveying class comprising upwards of 20 boys meets every afternoon, devoting alternate days to out of door work. The opening of a similar class in Shimoga might provide a useful class of qualified subordinates for Department Public Works service in the Malnád. But at present not only has the Shimoga head master no implements, but no time for any additional duty.

At the last inspection of the Toomkoor school the classes under the first assistant master acquitted themselves on the whole better than any

other. The junior assistants who were preparing for the entrance examination were allowed, I fear, to encroach on time that should have been devoted to school duties.

*The District School, Chikkamagalúru.*—Was reduced last year from

Number of Pupils	...	46	the grade of higher, to that of middle class
"	Classes	...	5 school. Its condition never seems to have
"	Teachers	...	2 been satisfactory, although I see no reason why

under an experienced and energetic master it should not be equal to other district schools. It must be allowed that the circumstances of an East Indian or European master located at this station are depressing. A suitable dwelling house is not to be had, the present head master lives within the limits of the native town—by no means a desirable place for an East Indian with a wife and family. Two European masters have died here, and I would suggest that in future the head mastership be filled by a native, who might conveniently live if he chose at the adjoining town of Hirémagalúru, which is considered a healthy place and only one mile distant. The assistant master who was subject to fever before coming here has been very ill the greater part of the year, and was looking greatly debilitated when I inspected the school: he had, however, done his best, and the condition of his classes was much better than I expected to find them. He continues, however, to suffer so frequently from fever and is so greatly reduced, that it is impossible for him to discharge the duties expected. I trust the condition of this school may be the subject of consideration during the coming official year.

In concluding my remarks on the Anglo-vernacular schools I beg to

Scholarships proposed for Anglo-vernacular schools.

suggest that the introduction of a system of scholarships usual in other parts might advantageously be extended to this Circle for the

encouragement of superior education.

#### SHIMOGA DISTRICT.

*The Shimoga Kanarese School.*—Although it has a large attendance,

Number of Pupils	...	81	is by no means well conducted. The head	
"	Classes	...	3	master has often been reported as unfit for
"	Teachers	...	2	the charge of so important a school, and I am

sorry he has not been transferred to a place of less consequence. Under



a qualified teacher this might be one of the best Kanarese schools in the Circle. I hope the recommendation I have made for the opening of a Hindustáni branch also will receive approval.

*Soraba Kanarese School*—Has been six months in operation. At the

Number of Pupils	...	41	time of my inspection and previous to that, the
" Classes	...	2	number of pupils was greater than I have
" Teachers	...	1	noted in the margin ; but, being more than one

master could teach, several boys withdrew. An assistant is needed. Between 40 and 50 visitors crowded into the little room during the examination, and after the close of the proceedings several expressed the obligation they felt to the Government, as the place, although the head quarters of a talook, was previously destitute of all educational means. The Talook Amildar, Védántáchári, deserves mention for the active interest he displays in educational proceedings.

*The Ságara Kanarese School*—Of about five years' standing ; is the most advanced in the Circle. It is one of the

Number of Pupils	...	46	very few in the province that has attained
" Classes	...	4	to a first class. The following remarks are
" Teachers	...	2	taken from my report made immediately after

my inspection visit. "The attainments of the second class pupils whose ages vary from 12 to 14, would enable them to compete with any Kanarese school in the Province. The head master, Puttappa, is a man of good attainments, belongs to a very respectable family, and bears an excellent character." The Amildar and other talook officials, besides a number of the boys' friends, in all about 60 visitors, were present during the examination, which during the last hour had to be conducted by lamp light ; the proceedings appeared to give general satisfaction. The head master has had no increase of pay since his admission into the Department, five years ago.

*The Kanarese School, Nagar*—About six months' old ; is highly prized by the people who, in this remote talook

Number of Pupils	...	46	situated in one of the wildest parts of the
" Classes	...	1	Nagar Malnád, have long felt the want of some
" Teachers	...	1	means of education for their children. The

school master, I was sorry to see, seemed more anxious about being transferred than about the welfare of the school. In his anxiety for

removal he is by no means singular. Every master in the Malnád talooks, except Puttappa of Ságara, earnestly begged for transfer on the ground of the climate and enhanced cost of living, especially during the rains.

*Shukáripura Kanarese School*—Under the mismanagement of a master appointed last year gradually dwindled

Number of Pupils	...	43
" Classes	...	2
" Teachers	...	2

away to a dozen little boys. Since the appointment of another master the attendance has risen to the number given above ; al-

though the school has of course received a serious check it is rapidly regaining its former position.

*Nyámati Kanarese School*—Is largely attended by the children of Lingáyets merchants and shop-keepers. Formerly upwards of 90 pupils were in attendance,

Number of Pupils	...	65
" Classes	...	2
" Teachers	...	2

and another assistant was found necessary.

Some of the leading townspeople requested that the indigenous school master, Vírabhadraiya, who at one time acted during the absence of the Government head master, might be appointed an assistant ; for, whilst they preferred placing their children under Government instruction, yet they hesitated to withdraw altogether from one who had for several years conscientiously discharged his duty as a teacher, and to whom many felt themselves indebted. I directed Vírabhadraiya to attend, and recommended his appointment which you did not disapprove. Subsequently a petition signed by the principal men of the town and supported by the Amildar, repeating their request was forwarded to your office ; unfortunately sanction was not obtained, and Vírabhadraiya after serving for many months without pay naturally wishes to re-open his own school. The proceedings have proved very damaging to the Educational Department and disappointing to the Lingáyets, a class of men whom it is desirable to encourage.

*Chernagiri Kanarese School*—Is conducted in a rented building not very well adapted for a school, but no better

Number of Pupils	...	48
" Classes	...	2
" Teachers	...	2

place is available at present. The master has not had much experience as a teacher, but is tolerably successful. In a great measure the

success of the school is attributable to the popularity of the Lingáyets assistant.

*Holéhonnúru Kanarese School*—Has the advantage of frequent inspection, being the head quarters of the

Number of Pupils	...	34	Shimoga District Sub-Deputy Inspector, and
" Classes	...	3	
" Teachers	...	2	exhibited considerable improvement at the

time of my inspection. But subsequent reports of the Sub-Deputy Inspector's represent the school to have fallen off very seriously owing to a want of sustained exertion on the part of the head master. He also points out certain ill effects of allowing the head master's son to hold the appointment of assistant.

#### KADOOR DISTRICT.

*Chikkamagalúru Kanarese School*—Is in a most unsatisfactory condition. There has been culpable neglect

Number of Pupils	...	20	not only on the part of the Kanarese teacher,
" Classes	...	1	
" Teachers	...	1	but also on that of the head master of the

Anglo-vernacular school, whose duty it was to have superintended it.

*Sringéri Kanarese School*—Was opened in the month of December last. The master is very ill-suited to the place,

Number of Pupils	...	4½	which requires an experienced teacher possessed
" Classes	...	1	
" Teachers	...	1	of a good knowledge of Kanarese. As by far the

greater part of the population are Smárthá Brahmins a man of that caste should be preferred. I was disappointed at finding the Educational Department so inadequately represented at such a place—the head quarters of the famous Jagat Guru and long a seat of learning. I was unable to hold any examination as the master, although he had been there upwards of a month, had not up to that time opened school owing, he explained, to want of books, the non-arrival of which, however, he had not reported to me.

*Yedahalli Kanarese School*—Was not in a very satisfactory condition at the time of my inspection, which was

Number of Pupils	...	50	the first that had been made since the esta-
" Classes	...	2	
" Teachers	...	1	blishment of the school in April 1869. It had

frequently been closed on account of the absence of the previous master from illness and other causes. The present teacher, lately from the normal school, was depressed and anxious for removal. The demand for education is sufficiently evinced by the at-

tendance ; but there was a want of vigour that I have in vain tried to impart. The building, though the best place available, is not at all adapted for the purpose. The Amildar had screened it tolerably well from the bustle of the street and from the weather, by a wooden trellis work. I hope eventually to see an improvement at this place, but much depends on the character of the school master.

*Tarikere Kanarese School*—Suffered seriously from the misconduct of a previous master. Upwards of 50 boys were present at the time of my examination, but the school betrayed long neglect. It is gradually improving. The want of proper accommodation has proved a hindrance, but will be remedied shortly as sanction has been accorded for the erection of a school-house.

Number of Pupils	...	50	were present at the time of my examination, but the school betrayed long neglect. It is gradually improving. The want of proper accommodation has proved a hindrance, but will be remedied shortly as sanction has been accorded for the erection of a school-house.
" Classes	...	2	
" Teachers	...	2	

*The Sakrépatna Kanarese School*—Is in vigorous operation. Although the master had the usual discomforts inseparable from a Malnád residence and requested to be transferred, he had set to work cheerfully, and the condition of his school was very gratifying. The people shewed an active interest in the school and seemed much pleased with the proficiency exhibited by their boys at the examination.

Number of Pupils	...	35	the master had the usual discomforts inseparable from a Malnád residence and requested to be transferred, he had set to work cheerfully, and the condition of his school was very gratifying. The people shewed an active interest in the school and seemed much pleased with the proficiency exhibited by their boys at the examination.
" Classes	...	1	
" Teachers	...	1	

*The Bánávára Kanarese School*—Is the best in the Kadoor District, although it was one of the poorest when the present master took charge of it, rather more than a year ago. The previous master was sent to a Malnád school, which he reduced to almost nothing, and was dismissed.

Number of Pupils	...	48	present master took charge of it, rather more than a year ago. The previous master was sent to a Malnád school, which he reduced to almost nothing, and was dismissed.
" Classes	...	4	
" Teachers	...	2	

*The Kadoor Kanarese School*—Has made improvement during the year, but the master requires constant supervision.

Number of Pupils	...	38	year, but the master requires constant supervision.
" Classes	...	2	
" Teachers	...	2	

*The Bírúr Kanarese School*—Continues to hold a fair position. Considerable inconvenience is experienced from the want of accommodation, every available room in the town being taken for storing areca-nuts, for which production Bírúr is a celebrated

market. The school has to be moved on an average about once a year in consequence of the owner requiring the premises.

• CHITULDROOG DISTRICT.

*The Chituldroog Kanarese School*—Being at the head quarters of the district should have a superior teacher.

Number of Pupils	...	20
„ Classes	...	2
„ Teachers	...	1

It has never attained the position it ought to occupy.

*The Dávanagere Kanarese School*—Is the best in the Chituldroog District; but the master continues to be paid

Number of Pupils	...	74
„ Classes	...	3
„ Teachers	...	2

according to the rate laid down for a school of the lowest grade. I trust this discrepancy will be rectified as soon as funds are available.

The school is fairly attended by Lingáyets, but there are 223 boys in the town of this persuasion under private instruction. If sanction could have been obtained for an additional master and the Lingáyet element introduced into the teaching staff, upwards of 150 boys might have been brought under Government instruction, making this one of the strongest schools in the Province.

*The Chellakere Kanarese School*—Had not been established when I visited this part of the district; but, on the

Number of Pupils	...	38
„ Classes	...	2
„ Teachers	...	1

request of the people for a school, I recommended the transfer to this talook of Kadaba school, and the proposal was carried out in the month of

November. The educational wants of Kadaba are sufficiently met by an old established endowed school, which has always been open to Government inspection. The Chellakere school has made good progress during the short time it has been in operation.

*The Hiriyúru Kanarese School*—Established in the month of August; is the smallest in the Circle. I consider the

Number of Pupils	12
„ Classes	1
„ Teachers	1

wants of the place, a miserable half-deserted town, would be amply supplied by a hóbli school, and the master's services better utilized

in some one of the large Malnád towns, such as Thírtahalli, the head quarters of a talook, and where there is a strong demand for a school.

*The Huliýára Kanarese School*—Is not a large one, but is conducted in a spirited manner. Very fair progress has been made during the year.

Number of Pupils	...	54
" Classes	...	3
" Teachers	...	1

*The Hosahurga Kanarese School*—Was allowed to fall off very much by the master who had been guilty of great carelessness. Since my inspection in September an improvement has taken place, and the work is now going on more regularly.

Number of Pupils	...	54
" Classes	...	3
" Teachers	...	1

*The Pávagada Kanarese School*—Has not had a competent master. A change is now under consideration.

Number of Pupils	...	12
" Classes	...	2
" Teachers	...	1

*The Harihara Kanarese School*—Has fallen off under the present master, and it is worthy of remark that the school previously under his care has improved in every way under his successor. I regret to state that several such instances have come under my notice. Two of the worst cases have resulted in dismissal. Such failures may generally be traced to neglect or other misconduct.

Number of Pupils	...	26
" Classes	...	2
" Teachers	...	1

*The Jagalúru Kanarese School*—Was in a very low state when I examined it in the month of September, and although still not up to the proper standard it has decidedly improved. I was obliged to bring to the notice of the Deputy Superintendent that the Amildar had taken upon himself to remove the school to a most unsuitable building, and in other ways acted obstructively and that his influence had not been favorable.

Number of Pupils	...	38
" Classes	...	2
" Teachers	...	1

*The Molakálumúru Kanarese School*—Was not open when I visited this district; the newly appointed master having failed to reach the place at the expected time. It has subsequently been twice inspected by the Sub-Deputy Inspector, who gives a moderately good report of its condition. The assistant Kanarese master has given his services gratuitously for nearly six months past, and as his permanent retention is uncertain, owing to the recent orders to employ unpaid monitors, he will probably withdraw and take half the

Number of Pupils	...	46
" Classes	...	2
" Teachers	...	1

pupils with him—a step I shall much regret. If the order for the substitution of unpaid monitors be insisted upon, a large falling off in attendance must follow.

#### TOOMKOOR DISTRICT.

*The Toomkoor Kanarese School*—Though not the most advanced in the district is a good school, and the only one well conducted of the four at district head quarters. The first Kanarese master is methodical and hard working. Every year a considerable number of the boys admitted into the Anglo-vernacular school are drawn from this branch.

Number of Pupils	...	101	changed both its masters with very decided advantage to the school. Formerly the attendance rarely rose above 30. The school room is now overcrowded. At the examination all visitors, except about half a dozen, had to satisfy themselves by such glimpses as could be got through the bars of the windows and the not very spacious door way. The day I spent at Koratagere was my first inspection visit, and I was disappointed to find that the Amildar exhibited so little interest in education that he neither attended the examination, nor could afford me any information. The manner in which educational proceedings were ignored by the talook officials of this district was brought to the notice of the Deputy Superintendent, and a slight improvement has since taken place.
Classes	...	3	
Teachers	...	3	

*The Koratagere Kanarese School*—At the beginning of the year

Number of Pupils	...	38	District. I think that the steady success of this teacher should be acknowledged by raising his pay to rupees 25—that of the 1st grade.
Classes	...	3	
Teachers	...	2	

*Maddagiri Kanarese School*—Has always been well reported on, and may be considered the best in the Toomkoor

Number of Pupils	...	36	abolition of the English school in the month of December last, but it admits of further improvement.
Classes	...	2	
Teachers	...	1	

*The Chikkanáyakanahalli Kanarese School*—Has improved since the

*The Sirá Kanarese School*—Is well conducted and affords a fair model for the surrounding hóbli schools. For nearly

Number of Pupils	...	40
" Classes	...	2
" Teachers	...	1

two months the school was under the temporary charge of the Hosúru hóbli school master

I had an opportunity of examining the school whilst it was under his care, and from the manner in which his work was performed I should consider him better fit to take charge of a talook school than some masters now holding such posts.

*The Kunigallu Kanarese School*—Established in August last, during the year has been conducted in a manner very

Number of Pupils	...	34
" Classes	...	1
" Teachers	...	1

creditable to the master. I was quite satisfied with its condition when I inspected it so recently as February last.

*The Turuwékere Kanarese School*—Has a small attendance; but is conducted very creditably. This is one of the

Number of Pupils	...	23
" Classes	...	2
" Teachers	...	1

talooks where the Amildar appeared to consider schools as beneath his notice.

*The Typtáru Kanarese School*—Is to be removed to Hounavalli

Number of Pupils	...	23
" Classes	...	2
" Teachers	...	1

of the same talook.

*The Huliýúrdurga Kanarese School*—Is in the hands of an intelli-

Number of Pupils	...	33
" Classes	...	2
" Teachers	...	1

gent master. The results of my inspection, held very recently, were quite up to my expectations.

It has been to me a source of much disappointment during my inspection tours, that no means should be at the command of the Inspector for promptly rewarding deserving masters. According to the existing practice, intervals of upwards of 12 months often elapse before a promised increase can be obtained, and longer delays are not uncommon.

#### GOVERNMENT HINDUSTANI SCHOOLS.

Those at Chituldroog and Toomkoer are the only schools of this class. Others might advantageously be opened at Shimoga and Chikkamagalúru, but no suitable teachers are yet available; until a better class of Hindustáni masters can be procured, little can be done towards improving these schools, and it is hopeless to expect indigenous and grant-in-aid Hindustáni schools to excel where Government institutions fail.



*The Chituldroog School*—Under the tuition of a rather elderly

Number of Pupils	...	24	man ; occupies a position about on a par with a Kanarese hóbli school.
" Classes	...	2	
" Teachers	...	1	

*The Toomkoor School*—Has 2 teachers, of whom one has been sent to the Bangalore Normal School, and after he

Number of Pupils	...	43	has had the benefit of a short course of training the assistant master will be sent.
" Classes	...	2	
" Teachers	...	2	

### HOBOLI SCHOOLS.

The number of these institutions for primary education has increased during the year from 65 to 108.

Increase of Hóbli Schools.

The condition of these schools I did not find so flourishing as the published reports had led me to expect ; but from the detailed account of each district, due allowance being made for the difficulties peculiar to each locality, satisfactory progress is apparent.

Condition of Hóbli Schools.

Although many of the schools had been in operation from 18 months to 2 years it does not appear to have been understood either by the Sub-Deputy Inspectors or by the people that the latter were expected to furnish the school-houses, and were entitled to a voice in the management of the schools. The prevailing idea was that hóbli schools were free schools to be maintained solely by the Sarkár, a notion which had already led to mischievous results that might have been anticipated. Parents held aloof from a school where they supposed they would have no warrant for objecting to any of the school master's proceedings that might be offensive, and the school masters in their new dignity of Government servants, shewed a disposition to resent any interference on the part of the Patél or Shánbhóg ; thus a spirit of antagonism had begun to creep in, that would have proved destructive. It will easily be understood how the difficulty of inducing people to provide houses is increased, where they have been enjoying a school for 12 or 18 months free from any such stipulation. In a few instances the people distinctly declined to build, and others simply gave a promise without taking any steps towards its fulfilment ; in such cases the transfer of the school was the only alternative ; but, generally, the threatened

Prevalent misapprehension regarding school-houses.

transfer had the desired effect. Though a good deal of ingenuity has been displayed in fulfilling this condition at the least possible cost, and although many of the houses provided are open to several objections, the prominence given to the proceeding has been

Advantages of the rule regarding school buildings.

beneficial. The people begin to regard the schools more as their own and take pains to keep in order the houses that have cost so much trouble. The school masters find it to their interest to discharge their duty efficiently as any dereliction is apt to be reported to the Inspector; whereas on the other hand a popular school master rejoices in a round of invitations to dinner, and in frequent choice presents of betel nut and other dainties from gratified parents. Complaints from hobli school masters against talook subordinates regarding delay in the despatch of letters, receipt of pay, the services of the village sweeper, &c., all but universal a few months ago, are now extremely rare. Regarding the style of school-house, no model being insisted on, a great variety may be seen. It is very seldom that a new house is built specially for the purpose. An old Government

Description of houses furnished by the people.

Chávadi purchased cheap at auction, a partially dismantled house or even a cattle-shed, the property probably of the Patél, is put into repair; or a room in a deserted temple is fitted with a rough door and window, occasionally a broad verandah is partially enclosed; but some of the houses I have seen are good substantial buildings, varying in value from 50 to 200 rupees. The house hired at Nonavinakere is worth probably about 300 rupees. At Bégúru the sum of 96 rupees has been collected and handed over to the Shékdar, who was chosen to superintend its disbursement. In the Malnád districts the people have in several instances placed at the disposal of the department certain tiled temples, of which a description is given in another part of this report. Altogether 44 houses have been provided, and others are in course of preparation.

I introduced the practice adopted by me whilst in charge of the First Circle of assembling the masters of each district once during the year for examination, and in the Shimoga District a few of the masters brought with them some of their most advanced pupils. For the coming year arrangements have been made

Practice of examining the Masters.

Project for examining every hōbli school during the coming year.

to assemble at appointed centres all boys above the fifth or lowest class, so that every school will come under the personal observation of the Inspector, at least once in the year, a proceeding which has not hitherto been feasible.

Peculiar difficulties owing to locality and popular prejudice. The nature of the difficulties connected with the Malnád talooks of Shimoga and Kadoor Districts and those arising from the prejudices of the Lingáyēt population of Chituldroog District are represented elsewhere.

The necessity for some project to meet the peculiar features of the Malnád appears to have been recognized long ago, as I see in last year's Educational Report an expression of opinion by the Deputy Superintendent of Hassan "who has given great attention to educational movements," advocating a Malnád training

Malnád Training School wanted.

school in addition to the three now in operation. Although there can be no question as to the expediency of this proposal I am not aware that any steps have been taken. I trust that sanction may be obtained as the expenditure would be very trifling. But Malnád training schools alone will not meet the difficulty, if there be no candidates for training, and this is the case in the Malnád talooks of Koppa, Wastára, Lakkuvalli, Soraba, Ságara and Nagar, which altogether would furnish scarcely a

Scarcity of indigenous teachers in the Malnád.

dozen indigenous school-masters, and I think I may safely say not half a dozen suitable men willing to accept the proffered post on 7 rupees a month. In passing through those talooks I was surprised at the utter absence of schools and the general ignorance that prevailed not merely amongst the trading and working classes, but amongst Brahmans who everywhere take the lead in education. In one

Educational destitution of the Malnád districts.

well known town in the Shimoga District, being unexpectedly detained, I was politely invited to rest at the house of the Jáyisa (astrologer). Here I met several intelligent young Brahmans, of whom I found only one who could do more than spell tediously through a page of written or printed Kanarese, and this one said he went to a school in the plains for 2 years at a place distant nearly 60 miles. The ability to read and keep accounts is so rare that any one possessed of such acquirements may easily command more

than 7 rupees a month from almost any sáhukar. In the absence of a class of indigenous masters to draw upon it will be necessary to introduce strangers; and Brahmans will, in the parts adverted to, be the most acceptable and the most suitable teachers. But any one acquainted with the Malnád districts will allow that a school master could not possibly live on the offered pay alone. It is urged and

Expense and difficulty of living in the Malnád.

with truth that, although during harvest time many articles of consumption are cheap, in the wet weather which lasts fully half the year, there is nothing to be had for love or money, the practice being for each house-holder to lay in the requisite store previous to the monsoon when all communication with markets is cut off by the swollen mountain torrents, the flooded swamps and other impediments of a jungle during the rains. Even talook school masters in the Malnád on 15 and 20 rupees a month complain bitterly, and all except one who is a native of that part have piteously implored removal.

In dealing with the Malnád districts the case of Sub-Deputy Inspectors should not be overlooked. I would suggest that after three years' service in the Shimoga and Kadoor Districts a Sub-Deputy Inspector be transferred to the east of Mysore.

Malnád Sub-Deputy Inspectors.

By means of tabular statements and appended remarks I have endeavoured to shew the progress and condition of the hóbli schools in each district.

#### SHIMOGA DISTRICT.

In this district there are 29 hóbli schools in operation, of which number 13 have been opened during the year. In eleven villages suitable accommodation has been provided by the people, and premises have been promised at all the other places where schools have been established. Considering the nature of the country, the greater part of which being mountainous and covered with forest, presents difficulties unknown in the plains, the rate of progress is very gratifying; in fact, I regard the condition of primary education in this locality as more satisfactory than in any other part of the Circle. More money and pains appear to have been spent upon the

Number of schools opened during the year.

Number of houses provided during the year.

Favorable indications.

preparation of school houses ; the attendance is in several instances larger than might be expected, where the villages consist of scattered homesteads often numbering no more than two or three houses ; and there is a noteworthy desire unequalled in any other part of the Circle to purchase copies of the books which are supplied gratis for school use. I have observed that several of the most praiseworthy schools owe their success in a great measure to the Patéls (Headmen) of those villages.

The appended classified list of hóblís shews the distribution of the schools. The talooks of Nagar and Kávale-durga present all the difficulties of Malnád localities. Hence the scarcity of schools at present. Honnáli talook will be supplied when the training school can be brought to a convenient distance for candidates living in that neighbourhood.

## SHIMOGA DISTRICT.

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.	
				I.	II.	III.	IV.	V.			
SHIMOGA TALOOK.											
1	Shimoga ...	Aiyanúru ...	Sept. 1869.	...	3	3	3	6	15	Fair.	
2	Holéhonnúru ...	Sanyási Kódamaggi.	March 1869.	...	7	12	12	11	42	Very good.	
3	Anavéri ...	Gudamagatta ...	Do.	...	5	6	9	5	25	Fair.	
4	Bidaré ...	Gajanúru ...	March 1870.	...	...	4	6	12	22	Fair.	
5	Kúdlí ...	Pillengere ...	Do.	...	...	4	1	27	32	Very good.	
6	Benkipura ...	Benkipura ...	August 1870.	...	...	...	3	20	23	Fair.	
7	Kúdlíkeré ...	Arikere ...	Do.	...	...	4	3	27	34	Fair.	
8	Holalúru ...	Sutakóté ...	Feb. 1870.	...	...	...	2	17	19	Fair.	
CHENNAGIRI TALOOK.											
9	Chennagiri ...	Hodikere ...	March 1870.	...	...	5	7	15	27	Good.	
10	Rájagondanahalli ...	Pondómatti ...	August 1870.	...	...	10	14	18	42	Good.	
11	Santébidanúru ...	Dévarhalli ...	Do.	...	...	6	11	31	30	Fair.	
12	Kallúru ...	Kallúru ...	March 1869.	...	4	5	5	8	22	Very good.	

No.	Hóblis or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks	
				I.	II.	III.	IV.	V.			
SHIKARIPURA TALOOK.											
13	Shikáripura	... Isúru	... May 1870.	...	...	4	6	10	20	Temporarily closed.	
14	Belagáni	... Belagáni	... March 1870.	...	...	5	...	26	31	Fair.	
15	Mugahgere	... Mugahgere	... Do.	...	...	6	4	8	18	Bad.	
16	Jambúru	... Maitammana-muchadi	... Sept. 1869.	...	3	4	11	5	23	Bad.	
SORABA TALOOK.											
17	Soraba	... Muttuguppé	... August 1870.	...	...	...	14	15	29	Bad.	
18	Kyásanúru	... Hosabálé	... Do.	...	...	...	6	11	17	Bad.	
19	Tavanandi	... Kerehalli	... October 1870.	...	...	...	10	30	40	Fair.	
20	Anavatti	... Anavatti	... March 1871.	...	...	...	...	20	20	Fair.	
21	Nisrani	... Nisrani	... Do.	...	...	...	...	13	13	Fair.	
22	Chendragutti										
23	Télagadi										
SAGARA TALOOK.											
24	Ságara	... Keládi	... August 1870.	...	...	10	9	10	29	Very good.	
25	Shiravanté	... Baradavalli	... Do.	...	...	...	10	11	21	Fair.	
26	Tálaguppé	... Tálaguppé	... Do.	...	...	...	10	16	26	Fair.	
27	Shiravanté	... Shiravanté	... March 1870.	...	...	...	7	15	22	Fair.	
28	Tarven										
29	Cherangi										
30	Hittihállu										
ANANTAPURA TALOOK.											
31	Anantapura	... Anantapura	... Feb. 1871.	...	...	...	18	30	48	Fair.	
32	Mosarúru	... Bennavalli	... March 1870.	...	...	4	6	2	12	Fair.	
33	Artavádi										
34	Belandúru										
HONNALI TALOOK.											
35	Honnáli	... Honnáli	... August 1870.	...	...	3	8	29	40	Fair.	
36	Sásivéhalli										
37	Belagutti										
38	Kumsi										

No.	Hóblis or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.	
				I.	II.	III.	IV.	V.			
KAVALEBURGA TALOOK.											
39	Thírtahalli ...	Thírtahalli ...	March 1870.	...	...	6	26	4	36	Fair.	
40	Kávalédurga										
41	Mandagaddé										
42	Malúru										
NAGAR TALOOK.											
43	Nagar										
44	Jála										
45	Pattaguppé										
46	Mávinaholé										
47	Humchadaholé										

*Pillengere School*—Of which the villagers are justly proud, deserves prominent mention. It is conducted in a substantial building purchased and kept in excellent order by the people, who have added to the simple school apparatus furnished by Government, a table, 2 chairs and sundry other articles, evidently with a view to effect as the school master does not appear to use them. The teacher, a Brahman, is a thorough school master, and commands general respect both on account of his private worth and his ability as a teacher. The pupils exhibit a slight sprinkling of Brahman boys, but the majority belong to the working classes.

*Sanyásikódamaggi School*—Is conducted in a tiled temple which, except for two days in the year, has been formally given up as school house, furnished with doors and windows, and is kept in proper repair by the villagers. In numbers it is stronger than Pillengere, and the boys are not far behind in attainments.

*Aiyaniúru School*—In the same talook as the two foregoing; was formerly well attended; but a dispute amongst the people led to the withdrawal of all the Lingáyet boys and the opening of an opposition school.

*Nallúru School*—Is the best in the Chennagiri Talook, and is greatly indebted to the Patél.

*Pándomatti School*—Is well conducted, and has 47 pupils, all Lingáyets, although the teacher is a Brahman. Materials for a house are being collected.

*Hodikere School*—Is conducted by a Lingáyet teacher of moderate attainments, but most of the boys in the town being Lingáyets, all the other schools have been deserted for his, which is well conducted on the whole.

*Honnáli School*—Is the only one in the talook. A convenient house has been given by a Brahman resident. Most of the boys are Brahmans.

*Anantapura School*—Has been only one month in operation. A good house has been provided, and there is a large attendance comprising boys of 12 different castes.

*Bennavalli*—Has the smallest school in the Circle ; but it is planted in a thinly populated part. The Patél has provided a house, and the school appears to be prized.

*Keladi School*—Is conducted in a broad verandah attached to a tiled temple, is well taught, and well attended.

*Muttaguppé School*—Was several months after its establishment without books: similar delay has affected other schools in remote districts.

*Hosabálé*—Has a poor school in no way superior to the common pátashálés of the country. Neither master nor people exhibit much interest in the school, which may have to be removed. No house has been provided, and the boys are assembled in a temple.

*Keréhalli School*—Recently established ; bids fair to become the best in the talook.

*Tirthahalli School*—Was opened by an intelligent young man, but who was not a native of the place, and his health failing, he very soon resigned, and subsequently was re-employed in the other Circle. For



several months it was found impossible to secure a successor and the senior boys kept the pupils together by teaching as well as they could without asking for any remuneration. An acting master has been appointed temporarily. A talook school should be opened here. There would be a large attendance of Brahmans, Konkani Christians, who come up from the west coast, besides the children of all classes of tradesmen and artizans.

#### KADOOR DISTRICT.

The Kadoor District contains 51 hóbli, of which 29 are still without schools. Of the 22 now in operation 10 have been opened during the year. It may be observed on a reference to the appended list of schools, that the talooks of Koppa and Lakkuvalli are utterly destitute. This deficiency should be attributed not to any aversion for or even indifference towards Government education but to the extreme difficulty of procuring teachers. Of the seven talooks of the Kadoor District three are considered maidán country, three malnád, and the seventh (Chikkamagalúru) represents both descriptions with a preponderance of the latter. Koppa and Lakkuvalli, where all is jungle, are positively without schools, for although here and there a wealthy man may have three or four boys under tuition in his own house, such cases are very uncommon. In the absence of indigenous school masters I do not see any possibility of opening schools in these localities that are difficult of access, very feverish, and where all the necessaries of life are scarce and dear, unless these drawbacks are compensated for by the offer of slightly higher pay, certainly not less than is given to any village school masters in Coorg.

Eleven, or exactly half, of the hóbli schools in operation are conducted in premises that have been provided by the people. It should be observed that six out of these eleven school houses are temples, but they differ from the stone edifices of the plains. They are generally tiled houses open to the public, and sometimes used by travellers. No objection is made to the entry of Europeans and others wearing boots.

V

The only school I found in the district rising above mediocrity was the one at *Hirémagalúru*. Its condition was very creditable to the teacher, but in other respects I was so dissatisfied with what I saw that I recommended its removal. It was attended not by the children of cultivators, artisans or any of the poorer classes, for whom these schools are intended, but chiefly by the sons of wealthy Brahmans who had neither provided a house nor spent a pice towards the maintenance of the school since its establishment more than two years ago. At a distance of less than a mile is the Chikkamagalúru talook Kanarese school, where tuition may be had on the payment of a monthly fee of one anna. It must, however, be admitted that the Chikkamagalúru talook master has not shewn himself to be such a good teacher as was the hóbli school master at Hirémagalúru.

*Putnagere School*—In the Chikkamagalúru talook, though small in numbers, is well conducted.

## KADOOR DISTRICT.

No.	Hóblis or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks	
				I.	II.	III.	IV.	V.			
CHIKKAMAGALURU TALOOK.											
1	Chikkamágálúru.										
2	Sakrépatna										
3	Hullékere										
4	Bendiga										
5	Kalasápura										
6	Rájana Bariyúru..										
7	Shindikere										
8	Lakya	... Lakya	... March 1869.	...	...	8	8	15	31	Good.	
9	Malalúru	... Malalúru	... Do.	...	...	9	7	2	18	Fair.	
10	Karagatta	... Karagatta	... Dec. 1869.	...	...	11	11	18	40	Good.	
11	Mattavara	... Múgatihalli	... July 1870.	...	...	8	3	7	18	Fair.	
12	Kenkere	... Bilékalhalli	... August 1870.	...	...	8	6	30	44	Good.	
13	Belavádi	... Belavád	... Do.	...	...	...	8	12	20	Fair.	
14	Basavanahalli	.. Basavanahalli	... Feb. 1871.	...	...	...	...	...	...	...	
15	Morlé	.. Morlé	... Do.	...	...	...	...	...	...	...	
16	Nárnápura	... Yenum'sandi	... Do.	...	...	...	...	10	10	...	
17	Hirémagalúru	.. Dandarmukki	... Do.	...	...	...	...	...	...	...	

No.	Hóblis or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.	
				I.	II.	III.	IV.	V.			
BANAVARA TALOOK.											
18	Bánávára										
19	Dévanúru										
20	Jámagallu	... Jámagallu	March 1870.	...	...	8	11	24	43	Fair.	
21	Belagúru	... Belagúru	August 1870.	...	...	...	4	12	25	Good.	
KADOOR TALOOK.											
22	Kadoor										
23	Bidaré										
24	Patnagere	.. Patnagere	March 1869.	...	4	3	3	3	13	Good.	
25	Bramhasamudra	.. Bramhasamudra	Sept. 1870.	...	...	6	5	5	16	Good.	
26	Nidagatta	.. Nidagatta	August 1870.	...	...	8	15	12	35	Good.	
WASTARA TALOOK.											
27	Wastára	... Kúdavalli	Do.	...	...	...	6	17	23	Good.	
28	Bidaranádu	... Chikkamagaravalli.	March 1870.	...	...	8	2	17	27	Fair.	
29	Anúru	... Anúru	Jan. 1870.	...	...	...	7	1	8	Fair.	
30	Kadagalnádu	.. Hosahalli	Nov. 1869.	...	...	...	4	9	13	Fair.	
31	Kalasa										
32	Mélabangádi										
TARIKERE TALOOK.											
33	Tarikere	... Lingadahalli	June 1870.	...	...	6	6	19	31	Fair.	
34	Doranahálu	... Doranahálu	August 1870.	...	...	7	7	8	22	Fair.	
35	Ajjampura	... Ajjampura	Feb. 1871.								
KOPPA TALOOK.											
36	Hariharapura										
37	Bágumbi										
38	Hosakere										
39	Mógunda										
40	Sringéri										
41	Hosakallu										
42	Tona										

No.	Hóblis or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.	
				I.	II.	III.	IV.	V.			
LAKKUVALLI TALOOK.											
43	Lakkuvalli										
44	Yedahalli										
45	Bálé										
46	Wágadi										
47	Kónakere										
48	Shítúru										
49	Nágálápura										
50	Hebbé										

## CHITULDROOG DISTRICT.

In no part of the Province has the introduction of hóbli schools progressed so tardily, and been regarded with such indifference as in Chituldroog District.

The population is almost entirely Lingáyets. Merchants, school masters, cultivators and artizans, with few exceptions, belong to this persuasion. Lingáyets are found filling almost every local office down to that of village watchman, but it is a noteworthy fact that there is only one single instance of a Lingáyet accepting the appointment of hóbli school master in this district.

The position of a school master amongst the Lingáyets commands a degree of deference very unusual in other parts of the Province; this seems chiefly attributable to the fact that almost all their indigenous teachers belong to the class of *Ayyagalu*, who perform the duties of household priests and occupy amongst Lingáyets a position very similar to that held by *Vaidikás* amongst Brahmans.

Amongst a Lingáyet population only one Lingáyet hóbli school master.

Social parallel between *Ayyaga'u* and *Vaidika* Brahmans, I may here observe that the solitary Lingáyet hóbli school master to whom I have referred

above does not belong to this class of hereditary teachers; by caste he is a tailor, but for several years, he conducted a private school in the town where he is now employed by Government.

It is, I think, sufficiently apparent that the *Ayyagalu* form the class from which the hóbli school masters must chiefly be drawn if permanent success is to be secured. Undue haste for the sake of multiplying schools is to be deprecated. The scruples entertained by these Lingáyét priestly school masters with regard to Government service, are similar to those which until lately prevented *Vaidika* Brahmans accepting such employment. So recently as three years ago I believe the general Normal school in Bangalore did not contain one *Vaidika* candidate; laterly this class of Brahmans has been found to predominate, and has furnished some of the best vernacular teachers in the Department. A similar reformation of public opinion, may, in course of time, be effected amongst the Chituldroog

*Ayyagalu*, a class to furnish teachers.  
Change of public opinion regarding the acceptance by *Vaidikas* of Government employment.

*Ayyagalu*. When one or two have overcome their hesitation and accepted Government pay, others will be found to follow. At present the common objection is "Why should we eat Government salt?"

From what I have been able to observe it appears to me that when once the Lingáyets' sympathies have been enlisted, those very traits in their character that now render them difficult of access will prove the most valuable in supporting and carrying out educational operations. As a class they are retiring and very conservative, but shrewd, self reliant and remarkably well conducted.

Lingáyét characteristics.

After the foregoing representations it will not be matter for surprise that the following tabular statement and appended brief details shew the present educational provision for Chituldroog to be very disproportionate to the population.

## CHITULDROOG DISTRICT.

No.	Hóblis or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.	
				I.	II.	III.	IV.	V.			
CHITULDROOG TALOOK.											
1	Chituldroog ...	Guddadarangapana halli ...	April 1869.	...	...	14	...	3	17	Fair.	
2	Chitrahalli ...	Gudabanahál ...	Do.	...	...	5	4	12	21	Fair.	
3	Siddannanahalli ..	Siddannanahalli..	Do.	...	...	...	...	...	...	Not yet inspected.	
4	Turavanúru ...	Turavanúru ...	October 1869.	...	...	8	11	12	31	Fair.	
5	Tálya ...	Tálya ...	April 1870.	...	...	11	12	30	53	Fair.	
6	Bhímasamudra										
7	Kyásapura										
PAVAGADA TALOOK.											
8	Pávagada ...	Kannamédi ...	April 1870.	...	...	...	13	7	20	Good.	
9	Nidagallu ...	Nyáyadakunté ...	Do.	...	...	5	4	5	14	Bad.	
10	Múgadálabetta...	Arisíkere ...	April 1869.	...	5	...	6	2	13	Bad.	
11	Hosakóté										
12	Gummagatta										
13	Honnasamudra										
14	Rácharlu										
DAVANAGERE TALOOK.											
15	Dávanagere ...	Bétúru ...	April 1870.	...	...	...	10	17	27	Good.	
16	Maikondé ...	Maikondé ...	April 1869.	...	5	2	4	13	24	Temporarily closed.	
17	Anaji ...	Anaji ...	March 1871.	...	...	...	...	...	...	Not yet insp. cted.	
18	Bharamaságara										
19	Anagódu										
20	Hadadihalli										
HOSADURGA TALOOK.											
21	Hosadurga ...	...									
22	Bágúru ...	Bágúru ...	April 1869.	...	9	13	18	15	55	Very good.	
23	Rámagiri										
24	Bharmannanáya-kanadurga										
25	Holalkere										
26	Jánakallu										

No	Hóblis or Talook Sub-Divisions.	Village in which School is established.	When established	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.	
				I.	II.	III.	IV.	V.			
DODDERI TALOOK.											
27	Harihara ...	Bati ...	Nov. 1870.	...	...	...	...	41	14	Good.	
28	Kondajji ...										
29	Malébidanúru ...										
30	Náyakanahatti ...										
31	Chellikere ...										
32	Jájúru ...	Náyakanahatti ...	Jan. 1871.	...	...	...	10	6	16	Fair.	
33	Gowrasamudra .										
34	Parusarámapura .										
35	Talaku ...										
BUDIHALU TALOOK.											
36	Búdihálu ...	Heggere ...	Feb. 1871.	...	...	...	5	17	22	Fair.	
37	Huliyára ...										
38	Kandikere ...										
39	Timmanahalli ...										
40	Muddénahall ...										
MOLAKALUMURU TALOOK.											
41	Molakálumúru...										
42	Siddápura ...										
43	Dévasamudra ...										
HIRIYURU TALOOK.											
44	Hiriyúru ...	Harati ...	Feb. 1871.	...	...	...	5	19	24	Fair.	
45	Aimangala ...										
46	Jananagondaa halli ...										
47	Mottódu ...										
48	Dharinapuri ...										
KANAKUPPA TALOOK.											
49	Jagalúru ...										
50	Belachódi ...										
51	Sokké ...										

*Tálya School*—The only one under a Lingáyet master, is the most popular in the district, if judged by the interest it excites, and the attendance it draws, although the attainments of the master are very moderate.

*Bágúru School*—Has the same number of pupils as Tálya, and may be considered the best in the district. The sum of 96 Rs. has been collected by the people for the purpose of building.

*Turavanúru School*—Is well conducted by the master, and is attended by upwards of 30 pupils ; but the people have not made satisfactory arrangements regarding a house.

*Bétúru School*—Is doing fairly, and materials for a house have at last been partly collected.

#### TOOMKOOR DISTRICT.

Of the 57 hóblis in this district 23 were supplied with schools at the end of last year. There are now 41 schools of this class in operation, leaving only 16 places to be filled. The number of vacant hóblis is greater in Tipatúru and Chikkanáyakanahalli than in any other talook, because of the very few candidates sent up from those localities to the training schools, also because the demand is not so keen there as in most other talooks. In twenty two villages school houses have been provided by the people, and for most of the other schools established some steps have been taken, such as collecting money, timber, stones, &c. But a few schools, chiefly amongst the number of those first established, will have to be removed, as the people do not seem disposed to fulfil this condition.

The duties of Sub-Deputy Inspector had been very inefficiently performed in this district, and for some time after  
Inspector's duties neglected. I took charge continued to be neglected to such an extent, that it became necessary to remove the man who held that post. The vacancy was not filled up until the month of October, so that for nearly six months the hóbli schools received no regular inspection, and several had not been visited



for upwards of twelve months, the consequent ill-effects have not yet entirely disappeared.

I append a classified list of the schools. The most deserving of notice are those at *Hosúru* in the Sírá Talook, *Holanahalli* in the Koratagere Talook, and *Nonavinakere* in the Turivékere Talook.

The *Hosúru* master was appointed during the year to act for the absent head master of a talook school, and discharged his duties very efficiently. *Holavanahalli* may be considered the best of the new schools opened during the year. It numbers a few Brahman girls amongst its pupils, a circumstance by no means common yet. *Nonavinakere* was closed during the former half of the year. Under a new master it has become popular. The people have not yet provided a school house, but pay rent for the rooms at present used. The Kadaba Amildar misunderstanding some instructions received by him from the Deputy Accountant General, closed all the hóbli schools in the talook, and thus created a feeling of uncertainty which it has not been easy to allay. The reluctance exhibited by the people of the Kadaba Talook to provide school accommodation may be attributed partly to this unfortunate blunder. With few exceptions the talook authorities have been active in rendering assistance when requested.

### TOOMKOOR DISTRICT.

No.	Hóblis or Talook Sub Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.	
				I.	II.	III.	IV.	V.			
TOOMKOOR TALOOK.											
1	Toomkoor	... Arikere	... May 1869.	...	...	7	8	9	24	Fair.	
2	Bellávi	... Bellávi	... Do.	...	...	6	6	25	37	Good.	
3	Vurdagere	... Wurdagere	... Do.	...	1	1	23	12	37	Good.	
4	Gúlúru	... Kaidála	... Do.	...	1	6	5	13	25	Good.	
5	Kóra	... Kestúru	... March 1869.	...	...	4	8	18	30	Bad.	
6	Chélúru	... Bidaré	... April 1870.	...	3	8	7	7	25	Fair.	
7	Honnudiké	... Honnudiké	... March 1871.	...	...	6	15	19	40	Fair.	

W

No.	Hóblis or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.	
				I.	II.	III.	IV.	V.			
SIRA TALOOK.											
8	Sirí	... Gula	Feb. 1871.	...	...	...	6	11	17	Not yet inspected.	
9	Bukkapatna	... Karéhalli	Sept. 1870.	...	...	4	5	9	18	Fair.	
10	Hulikunté	... Chengavára	Jan. 1871.	...	...	...	14	11	25	Fair.	
11	Nadúru	... Hosúru	March 1869.	...	...	11	17	14	42	Very good.	
12	Baragúru	... Baragúru	Do.	...	...	7	6	4	17	Fair.	
13	Kallambella	... Chikkanahallé	May 1869.	..	...	9	11	19	39	Good.	
14	Agrahára	...									
MADDAGIRI TALOOK.											
15	Havéli	... Ganjalaguntá	May 1869.	...	...	3	6	16	25	Good.	
16	Puravara	... Puravara	Do.	...	...	4	14	6	24	Fair.	
17	Itikadibbanahalli.	Itikadibbanahalli.	Do.	...	...	2	8	15	25	Fair.	
18	Doddéri	... Doddéri	March 1870.	...	...	8	9	15	32	Good.	
19	Kodigéhalli	.. Kodigéhalli	Sept. 1870.	...	...	20	10	18	48	Good.	
20	Midigési	... Midigési	Feb. 1871.	...	...	...	10	10	20	Not yet inspected.	
21	Hampasandra	.. Idagúru	Do.	...	...	...	9	10	19	Not yet inspected.	
22	Teriyúru	...									
23	Rantavalalu	...									
HULIYURDURGA TALOOK.											
24	Huliyúrdurga	.. Mávatúru	Sept. 1870.	...	...	3	4	16	23	Fair.	
25	Hutridurga	... Yeliyúru	Do.	...	...	3	13	15	31	Good.	
26	Amurtúru	...									
27	Byádarahalli	...									
28	Kopra	..									
KORATAGERE TALOOK.											
29	Koratagere	...									
30	Holavanahalli	... Holavanahalli	Sept. 1870.	...	...	4	15	23	42	Good.	
31	Tiradálu	... Tiradálu	Do.	...	...	...	8	12	20	Fair.	
32	Kólala	... Kólala	Do.	...	...	...	6	18	24	Fair.	
33	Tottikere	... Tottikere	Do.	...	...	8	7	20	35	Good.	
34	Chennaráyadurga	Bukkapatna	Feb. 1870.	...	...	...	7	8	15	Fair.	
35	Tóvinakere	... Tóvinakere	Do.	...	...	...	8	12	20	Fair.	

No.	Hóblis or Talook Sub-Divisions.	Village in which School is established.	Who established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.	
				I.	II.	III.	IV.	V.			
KUNIGALLU TALOOK.											
36	Kunigallu	Herúru	Sep. 1870.	...	...	5	3	16	24	Fair.	
37	Hebbúru	Tarúru	Do.	...	...	...	8	14	24	Fair.	
38	Chittanahalli	Chittanahalli	Feb. 1871	...	...	...	6	6	12	Fair.	
39	Yedyúru	Yedyúru	March 1871.	...	...	...	5	5	10	Not yet inspected.	
40	Kottakere										
TURIVEKERE TALOOK.											
41	Turivékere	Muniyanúru	March 1870.	...	...	...	8	7	15	Fair.	
42	Nonavinakere	Nonavinakere	Do.	...	...	18	8	14	40	Good.	
43	Híchanúru	Híchanúru	May 1869.	...	...	12	4	7	23	Fair.	
44	Dandinasivara	Dandinasivara	Do.	...	...	7	7	12	26	Good.	
KADABA TALOOK.											
45	Kadaba										
46	Gubbi	Ariyúru	March 1870.	...	...	7	8	18	23	Good.	
47	Kallúru	Sampigé	Sep. 1870.	...	...	2	10	14	26	Fair.	
48	Mávisandra	Mávisandra	Do.	...	...	9	12	4	25	Good.	
49	Tipatúru	Mádéhalli	May 1869.	...	8	10	9	4	31	Good.	
50	Honnnavalli										
51	Hálkurké										
52	Handanakere										
CHIKKANAYAKANAHALLI TALOOK.											
53	Chikkanáyakana- halli										
54	Nittúru										
55	Kibbanahalli										
56	Hágalavádi	Hágalavádi	Nov. 1869.	...	4	11	18	22	55	Good.	

Before closing my report on hóbli schools I may state that the Sub-Deputy Inspectors have generally given satisfaction.

The Shimoga Sub-Deputy Inspector, Rámáchári, has shewn great judgment in grappling with the difficulties of his district, and has discharged his duties to my entire satisfaction.

The Kadoor Sub-Deputy Inspector, Anantáchari is very energetic ; has acquired a good knowledge of his district, and submitted a very carefully prepared report.

The Chituldroog Sub-Deputy Inspector, Nanjundaiya, is trustworthy, works hard, and is anxious to give satisfaction.

The Toomkoor Sub-Deputy Inspector, Vásudéraiya, is new to the work, but possesses the requisite activity and ability.

### SCHOOLS RECEIVING GOVT. AID.

Grants-in-aid have been extended to one Anglo-vernacular boys' school ; four Hindustáni boys' schools, one Kanarese boys' school, and two Kanarese girls' schools. I will proceed to report on each in the order set down.

#### *The Wesleyan Mission Boarding School for Orphan Boys, Toomkoor—*

Amount of Govt. grant per menssem ...	Rs. 30	Comes under the class of <i>inferior schools</i> . Its object may be gathered from its name. Most of the pupils are Tamil by birth, and speak Tamil amongst themselves ; but Kanarese being the vernacular of the country has been selected as the chief medium of instruction. Tamil
Income from other sources ...	67	
Rate of schooling fee.	None	
Number of Pupils ...	18	
"    Classes ...	2	
"    Teachers ...	2	ed as the chief medium of instruction. Tamil

lessons also have recently been introduced. The knowledge of Kanarese, history, geography and arithmetic displayed by the most advanced boys, who were represented by a class of nine pupils, was about on a par with that of third class boys in a Government talook school. Five boys had a sufficient knowledge of English to read from the fourth book and to translate fairly into Kanarese or Tamil.

The writing to dictation in Kanarese was remarkably neat and the spelling correct. In working out examples in the compound rules of arithmetic the class was at a disadvantage in not being familiar with the tables and fractional signs commonly in use amongst the people and taught in most vernacular schools. One boy struck me as possessing an aptitude for figures not shared by the rest.

### HINDUSTANI MADRASAS.

#### *The Kunigallu Grant-in-aid Madrasa—*

Amount of Govt. grant per menssem ...	Rs. 10	Though in some respects the best of the aided Hindustáni schools in this Circle, is like all the others almost wholly devoid of classification. But the master is
Income from other sources ...	Not known.	

Rate of schooling fee ... 6 pie	superior to many whose schools have come
to 1 anna. ...	
Number of Pupils ... 34	under my observation, and his Madrasa does
"    Classes ... 2	
"    Teachers ... 1	exhibit evidence of work performed. At the

time of my inspection the master was weak and ill, and said that he had been suffering from intermittent fever for five months which, he represented, had prevented his carrying out certain suggestions from this office that he professed to be anxious to adopt.

*The Haliyárdurga Grant-in-aid Madrasa*—Is conducted in the verandah of a Masjíd. From the monthly reports

Amount of Govt. grant	Ra.	furnished to my office I expected to find a school
per mensem ... 10		
Income from other sources	Not known.	rather superior to the average of Hindustáni
Rate of schooling fee 6 pie		Madrasas, but on visiting the place I was dis-
to 1 anna		appointed. Five boys brought forward as
Number of Pupils ... 32		the most advanced, had the Tálimnáma placed
"    Classes ... 2		
"    Teachers ... 1		in their hands open at an easy story. Two

could read fairly, the others with difficulty, but none of them with a knowledge of what they read. One boy could perform the operations of adding and subtracting. The others knew nothing beyond the letters of the alphabet. But the master seemed surprized that I did not regard these attainments as the satisfactory result of two years' teaching.

*The Honnáli Grant-in-aid Madrasa*—Was established by Nawab Abdul Nabí Khán Sáháb Chamand Khutbul

Amount of Govt. grant	Rs.	Mulk Bahadúr, has the advantage of an intelli-
per mensem ... 10		
Income from other sources	8	gent master. The boys were tolerably well
Rate of schooling fee Annas	2	supplied with books. Of about a dozen boys
Number of Pupils ... 31		who were brought forward with their copies of
"    Classes ... 3		
"    Teachers ... 2		the Tálimnáma, nine could read with tolerable

fluency, but without any attempt at understanding the drift of the story that was being read. As soon as one boy was stopped after reading a few lines there was invariably a considerable interval before the next could find or be shewn the part of the lesson where he was expected to commence, but it must be allowed that when fairly started he would go through his performance without a halt until called upon to stop, then the process of finding the place had again to be gone through; each one persistently ignoring any value that might be attached to the meaning. Two boys had commenced the study of Persian, that is they had commit-

ted to memory three or four pages of the *Amadan*, and had read a few stories from the *Hikáyat Latífa*. The four simple operations of arithmetic were understood by three boys. As usual in Hindustáni Madrasas considerable pains had been taken with the writing which was very good. Some idea of the character of Hindustáni schools in this part of the Province, may be gathered from the fact that this one is in advance of any Madrasa aided or unaided that I have seen during the year, except that at Kuni-gallu. There is, however, some ground for expecting progress in the school under report.

*The Chennagiri Grant in-aid Madrasa*.—When visited by me in the month of November exhibited such unmistakable signs of neglect that the grant has been suspended, and from reports of subsequent visits made by the Shimoga District Sub-Deputy Inspector no attempts at improvement are apparent, the grant will therefore probably have to be withdrawn altogether.

*The Kalasa Kanarese School*.—Is situated in a remote part of the Kadoor Malnád, and is the only primary vernacular boys' school in the receipt of Government aid. It differs in no respect from an ordinary indigenous school, but might, I am of opinion, be improved, if brought under the direct management of the Department as a hóbli school.

Amount of Govt. grant per mensem ...	Rs. 4½
Income from other sources ...	Not known
Rate of schooling fee ...	None.
Number of Pupils ...	15
" Classes ...	2
" Teachers ...	1

#### GIRLS SCHOOLS.

*The Shimoga Hindu Girls School*.—Has, I regret to say, deteriorated very seriously. The income from subscriptions has altogether ceased, and as no fees are paid the expenses are defrayed entirely by the Government grant, with perhaps the aid of an occasional small donation. The retired premises at first occupied are no longer available, and the few girls who continue to be collected by the master are assembled in a Musáfarkháná known as Dodda Rámaráyá's Chatram, a place by no means well adapted to the purposes of a girls school. The decadence of this institution dates from the transfer of the Hindu official

Amount of Govt. grant per mensem ...	Rs. 20
Income from other sources ...	None.
Rate of schooling fee ...	None.
Number of Pupils ...	12
" Classes ...	2
" Teachers ...	2

to whose liberality it owed its establishment. So far as I could ascertain the general feeling of the members that had formed the defunct committee, very little chance exists of the school's revival, and female education is not yet generally regarded in that favorable light which its too sanguine advocates are apt to believe. Although the practical value of a school like the one under report may be almost imperceptible, I should hesitate advocating its abolition, as it tends to familiarize the Hindu public with the educational phenomenon of a school for girls. If left in its present depressing circumstances it will in all probability gradually dwindle away to nothing; for the first and only girl school in the Shimoga District, such a termination would be very disappointing, and it can, I think, only be avoided by making the school a purely Government institution, removing it to a suitable house and bringing it under the direct management of the Department. The co-operation of influential natives may be secured, although none of them probably would feel disposed to accept the trouble and responsibility that would fall upon any one taking a prominently leading position in the management.

*The Toomkoor Hindu Girls School*—Under the management of the Wesleyan Mission, is conducted in very suitable

Amount of Government grant per mensem ...	Rs. 20
Income from other sources ...	4)
Rate of schooling fee.	None
Number of Pupils ...	74
"    Classes ...	4
"    Teachers ...	4

premises in a convenient part of the fort. This the first day school for Kanarese girls in the Toomkoor, was opened in the month of August 1868, with only 6 girls; but the numbers have gradually increased, and at the examination

held in January last 67 girls were present out of 74 whose names were on the register. I learned that for some time after its establishment the attendance was fluctuating, and that very shortly after the Government grant had been obtained the very existence of the school became rather doubtful owing to the mischievous influence of a master, whom it has been found necessary to dismiss. Its subsequent steady progress in numbers and efficiency and its apparent popularity indicate a firm establishment. The girls are divided into 4 classes under the same number of masters. The highest class comprised 13 girls, who seemed to be all about 9 or 10 years' of age: their attainments in reading writing and geography were quite equal to an average third class of a Government talook school, a very good standard to have attained in little

more than two years. Plain sewing was done very creditably. The first master seemed systematic and pains-taking. The gradation of work laid down for the three lower classes was well arranged, and each master had on the whole discharged his duty intelligently. I was struck with the orderly and becoming demeanour of the little pupils who, judging from their dress and behaviour, belong to a good class of Hindu society. I was informed that nearly one-third are the daughters of Brahmans, the rest are the children of Lingáyets, goldsmiths, and other castes. Among the parents are several Government employés. It is gratifying to find that the school meets with influential and material support from several Hindu residents in Toomkoor. I may here remark that a similar school was opened in November 1869 by the same agency in the pété (or bazar) of Toomkoor, which I have recommended for Government assistance. It is attended chiefly by the daughters of chettis and other trades-people, whose genuine interest in the proceeding may be estimated to some extent by the fact of their having contributed the sum of 30 Rs. towards the expense of erecting a new school room.

#### UNAIDED SCHOOLS.

Under this head come three small Sanskrit Vidyáshálás, a few Kanarese boys' schools established by Protestant Mission agency, indigenous Kanarese schools, the endowed Kanarese school at Kadaba and three Kanarese girls' schools.

The course of instruction and mode of tuition adopted in Sanskrit Vidyáshálás was detailed in my report submitted at the end of 1869—70. None of those at present in operation in Circle II are of a character entitling them to Government aid at present.

The Mission Kanarese schools are generally on a par with good hóbli schools. A promise of Government assistance has been made to most of them.

Indigenous Kanarese schools have been fully described in previous reports, and I have occasionally noticed them in my remarks on hóbli schools where occasion seemed to require it.

The Kanarese boys' school at Kadaba has been in operation for about 19 years. It was established and endowed by the late Annájaiengar at



Kadaba, and since his death has been under the management of the Wesleyan Missionaries resident at Toomkoor, who were appointed trustees. The proceeds of the endowment have not been found sufficient to meet the expenditure, and the deficit is met from funds at the disposal of the Mission society. The school building is substantial, and well adapted for the purpose intended. Two masters are employed. The status of the school is that of an average Government hóbli school. Of the three Kanarese girls schools the one opened in the Toomkoor pété by the Wesleyan Mission, has been recommended to you for Government aid. The others have been established by Government officials specially for Brahman girls ; one at Chituldroog and the other at Toomkoor. The latter owes its existence to the 1st writer in my office who was very active in lending his assistance to the opening of a similar school in Bangalore nearly two years ago which, I am assured, is making good progress.

R. G. HODSON,

*Inspector of Schools.*

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## **APPENDIX IV.**

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### **TABULAR STATEMENTS.**

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1. Government Schools, Higher and Middle Classes.
2. Do. Lower Class.
3. Do. Girls' Schools.
- Do. Special Schools.
4. Do. Hóbli Schools.
5. Grant-in-aid Schools, Higher and Middle Class.
6. Do. Lower Class.
7. Do. Girls' Schools.
8. Abstract of Receipts and Charges in all Schools.
9. Abstract of Expenditure in Educational Department.





1	2	3	4	5	6	7	8	9
NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
SUPERIOR ANGLO-VERNACULAR.								
<i>Higher Class.</i>								
High School ...	Bangalore ...	1858	359	12	36	407	403	337
The Rájá's School ...	Mysore... ..	1833	210	4	5	219	210	170
District School ...	Hassan ... ..	1852	132	8	2	142	133	111
Do do ...	Toomkoor ... ..	1852	82	4	6	92	79	65
Do do ...	Shimoga ... ..	1854	162	8	5	175	130	110
Do do ...	Chituldroog ... ..	1861	57	1	...	58	40	38
Do do ...	Kolár ... ..	1863	65	...	1	66	60	64
Total .....			1,067	37	55	1,159	1,055	885
INFERIOR ANGLO-VERNACULAR.								
<i>Middle Class.</i>								
Talook School ...	Hunasúru ... ..	1861	29	2	2	33	39	32
Do do ...	Chikkamagalúru ... ..	1862	47	5	3	55	43	50
Do do ...	Chennapatna ... ..	1862	16	3	...	19	13	14
Do do ...	Narasipura ... ..	1863	28	1	...	29	34	38
Do do ...	Chikka Ballápurá ... ..	1864	57	4	...	61	58	45
Do do ...	Shikáripura ... ..	1865	19	5	1	25	20	18
Do do ...	Harihara ... ..	1865	19	1	1	21	16	14
Do do ...	Chikkanáyakanahalli ... ..	1865	10	5	...	15	8	7
Do do ...	Gundhupeté ... ..	1869	32	...	...	32	36	39
Do do ...	Yelandúru ... ..	1867	24	...	...	24	22	28
Total .....			281	26	7	314	289	251
Grand Total .....			1,348	63	62	1,473	1,344	1,136

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
NANDIEDBOOG, 24th May 1871.

A

	16 B	10 C	10 D	10 E	22		23		24		25		26		REMARKS.
Number of Pupils on the Rolls serving in each language at the end of the year.					the year.		Difference.				Annual Cost of educating each Pupil.				
	Kanarese.	Hindustani.	Telugu.	Tamil.	Total.		Excess of Re- ceipts over charges.		Excess of Charges over Receipts.		Total Cost.		Cost to Go- vernment.		
17	359	...	...	4 0	16,773	1 0	14,124	4 2	...	...	41	9 11	31	4 5	
19	219	...	...	...	8,373	0 0	3,145	7 0	...	...	39	13 11	32	8 2	
22	142	...	...	6 0	4,615	6 0	610	3 0	...	...	34	11 2	32	9 0	
72	92	...	...	4 0	3,353	14 0	505	15 0	...	...	42	7 3	38	11 5	
75	175	...	...	0 0	2,690	8 3	476	15 0	...	...	20	11 1	17	15 4	
58	58	...	...	4 0	2,546	7 3	122	15 3	...	...	63	10 6	62	1 2	
66	66	...	...	...	3,462	0 0	278	9 0	...	...	57	11 2	54	10 11	
50	1,113	...	...	0 0	41,814	4 6	19,264	4 5	...	...					
13	33	...	...	...	1,608	0 0	179	0 0	...	...	41	3 8	38	4 11	
15	55	...	...	0 0	1,455	0 0	256	2 6	...	...	33	13 4	30	6 6	
19	19	...	...	0 0	1,301	0 0	124	13 4	...	...	100	1 2	96	6 1	
29	29	...	...	0 0	1,203	10 0	154	13 0	...	...	35	6 4	33	2 10	
11	61	...	...	0 0	2,424	10 0	324	9 8	...	...	41	12 10	39	6 4	
25	25	...	...	...	621	8 0	53	1 0	...	...	31	1 2	29	4 9	
11	21	...	...	2 0	618	3 9	119	11 2	...	...	38	10 2	36	8 3	
15	15	...	...	...	495	0 0	65	6 1	...	...	61	14 0	58	14 6	
32	32	...	...	...	600	0 0	223	1 3	...	...	16	10 8	13	10 2	
24	24	...	...	14 8	721	9 0	38	2 0	...	...	31	1 0			
14	314	...	...	14 8	11,048	8 9	1,538	12 0	...	...					
73	1,427	...	...	14 8	52,862	13 3	20,803	0 5	...	...					

\* The school is maintained by the revenues of the Jagagir of Yalandūru.

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Yalanduru.

J. GARRETT,  
Director of Public Instruction.







1			2	3	4	5	6	7	8	9
NAME OF INSTITUTION.			LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
					Hindus.	Mahomedans.	Others.	Total.		
BANGALORE.	LOWER CLASS.									
	Kanarese.									
	Talook School	...	Mágadi ...	1863	79	...	...	79	67	59
	Do	...	Dévanahalli ...	1864	36	...	...	36	28	24
	Do	...	Chennapatna ...	1865	40	6	...	46	35	30
	Do	...	Dodda Ballápura ...	1866	99	1	...	100	90	85
	Do	...	Hosakóté... ..	1866	21	1	...	22	21	18
	Do	...	Sarjápura... ..	1867	42	10	...	52	46	40
	Do	...	Yelahanka ...	1867	26	4	...	30	26	24
	Do	...	Closepété ...	1869	65	2	3	70	65	62
TOOMKOOR.	Do	...	Nelamangala ...	1869	37	10	...	47	43	40
	Do	...	Kengéri ...	1870	44	4	...	48	43	36
	Total.....		...	489	38	3	530	464	413	
	Talook School	...	Toomkoor...	1832	92	8	...	100	94	82
	Do	...	Chikkanáyakanahalli ...	1863	29	2	...	31	26	20
	Do	...	Maddagiri ...	1865	70	16	...	86	70	65
	Do	...	Tipatúru ...	1868	22	...	...	22	17	14
	Do	...	Sirá ...	1866	38	2	...	40	36	30
	Do	...	Turivékere ...	1867	22	2	...	24	19	16
	Do	...	Koratagere ...	1867	79	1	...	80	65	60
KOLAR.	Do	...	Huliyúrdurga ...	1869	30	...	...	30	27	18
	Do	...	Kunigallu ...	1870	34	...	...	34	30	26
	Total.....		...	416	31	...	447	384	331	
	Talook School (Telugu & Kanarese).	...	Chintámani ...	1863	78	8	...	86	70	66
	Do	...	Mulabágali ...	1864	76	6	1	83	78	69
	Do	...	Kolár ...	1863	67	9	...	76	58	54
	Do	...	Srinivásapura ...	1865	32	2	...	34	30	27
	Do	...	Chikka Ballápura ...	1865	100	1	...	101	69	45
	Do	...	Sidlaghatta ...	1864	24	1	...	25	18	15
	Do	...	Góribidanúru ...	1865	22	...	...	22	20	18
	Do	...	Narasápura ...	1867	23	10	...	33	30	28
	Do	...	Bágepalli... ..	1867	21	...	...	21	20	17
	Do	...	Gudibanda ...	1869	40	8	14	62	58	53
	Do	...	Bowringpété ...	1870	28	2	...	30	26	23
	Total.....		...	511	47	15	573	477	415	
	Grand Total...		...	1,416	116	18	1,550	1,325	1,164	

# INSTITUTION

## Annual Report

10 B	10 C	10 D	10 E	21	22	23	24	25	26	REMARKS.
Number of Pupils on the ... studying in each language at the end of the year.				during the year.		Difference.		Annual Cost of educating each Pupil.		
Kanarese.	Hindustani.	Telugu.	Tamil.	Extraord mry.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
50	...	29	...	...	428	0 0	84	2 8	...	...
38	...	...	...	53	0 0	389	0 0	17	3 0	...
46	...	...	...	...	276	0 0	33	11 0	...	...
100	...	...	...	54	0 0	737	9 4	87	12 8	...
22	...	...	...	...	402	0 0	65	0 4	...	...
52	...	...	...	87	0 0	519	0 0	52	6 0	...
30	...	...	...	...	372	0 0	23	8 0	...	...
70	...	...	...	75	11 0	507	11 0	70	6 10	...
47	...	...	...	65	4 0	437	4 0	69	11 6	...
48	...	...	...	...	124	2 0	32	6 0	...	...
501	...	29	...	34	15 0	4,190	10 4	536	4 0	...
100	...	...	...	...	564	0 0	137	0 6	...	...
31	...	...	...	13	14 0	209	14 0	36	7 9	...
86	...	...	...	52	0 0	478	0 0	104	14 5	...
22	...	...	...	4	4 0	280	4 0	51	1 7	...
40	...	...	...	14	8 0	447	14 9	56	10 1	...
24	...	...	...	...	265	0 0	90	4 0	...	...
80	...	...	...	23	14 0	368	15 6	67	12 3	...
30	...	...	...	...	309	6 0	17	9 8	...	...
34	...	...	...	15	4 0	129	4 0	23	6 6	...
447	...	...	...	23	12 0	3,052	12 3	585	2 9	...
51	...	35	...	40	0 0	592	0 0	67	8 0	...
47	...	36	...	...	525	8 0	72	3 0	...	...
53	...	23	...	48	0 0	324	0 0	56	1 0	...
34	...	...	...	...	594	0 0	39	5 8	...	...
61	...	40	...	...	364	11 4	33	12 0	...	...
25	...	...	...	...	555	8 0	17	8 6	...	...
22	...	...	...	17	0 0	353	0 0	37	0 0	...
33	...	...	...	...	309	5 4	39	2 0	...	...
21	...	...	...	...	312	0 0	41	15 9	...	...
62	...	...	...	...	312	0 0	42	10 6	...	...
30	...	...	...	0	10 0	136	14 7	21	3 3	...
439	...	134	...	95	10 0	4,178	15 3	468	5 8	...
1,387	...	163	...	64	5 0	11,422	5 10	1,589	12 5	...

1	2	3	4	5	6	7	8	9
NAME OF INSTITUTION.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
OWER CLASS (Continued.)								
Kanarese.								
♂ School	Mysore	1855	123	4	...	127	120	91
Do	Nanjanagūdu	1868	57	1	...	58	48	37
Do	Yedatoré	1868	20	...	...	20	18	17
Do	Narasipura (Talakhādu.)	1868	25	...	...	25	23	22
Do	Mandya	1869	44	2	...	46	44	40
Do	Maddūru	1869	30	...	...	30	27	25
Do	Sargūru	1869	37	...	...	37	30	29
Do	Chāmarājanagara	1869	47	1	...	48	45	40
Do	Gundlupēté	1869	29	1	...	30	24	20
Do	Seringapatam	1870	40	1	...	41	26	14
Do	Mallavalli	1870	33	5	...	38	30	26
Total.....		...	485	15	...	500	435	359
♂ School	Sakalēspura	1863	24	...	...	24	20	18
Do	Bēlūru	1865	32	...	...	32	30	26
Do	Narasipura (Holé)	1864	75	6	...	81	67	44
Do	Arakalagōdu	1865	45	5	...	50	46	40
Do	Hāranahalli	1868	40	2	...	42	36	33
Do	Nāgamangala	1869	28	...	...	28	26	24
Do	Attikuppa	1869	35	...	...	35	30	27
Do	Nuggihalli	1870	28	1	...	29	24	18
Total.....		...	307	14	...	321	279	231
Grand Total.....		...	792	29	...	821	714	590

10 A	10 B	10 C	21				22				23				24				25				26				REMARKS.
Number of Pupils on the in each language at year.			Charges during the year.								Difference.				Annual Cost of educating each Pupil.												
English.	Kanaree.	Hindustani.	Extraordinary.				Total.				Excess of Receipts over Charges.				Excess of Charges over Receipts.				Total Cost.				Cost to Government.				
...	127	...	0	0	...	...	480	0	0	...	88	7	0	...	...	...	4	0	0	...	3	4	2	...			
...	58	...	0	0	...	...	276	0	0	...	72	2	6	...	...	...	5	12	0	...	5	5	9	...			
...	20	...	0	0	...	...	312	0	0	...	86	5	0	...	...	...	17	5	4	...	16	6	3	...			
...	25	...	0	0	...	...	306	0	0	...	69	7	6	...	...	...	13	4	10	...	12	9	6	...			
...	46	...	0	0	...	...	312	0	0	...	106	0	1	...	...	...	7	1	5	...	6	5	1	...			
...	30	...	0	0	...	...	276	0	0	...	40	5	11	...	...	...	10	3	6	...	9	7	1	...			
...	37	...	0	0	...	...	276	0	0	...	41	1	7	...	...	...	9	3	1	...	8	9	2	...			
...	48	...	0	0	...	...	276	0	0	...	101	13	0	...	...	...	6	2	1	...	5	12	6	...			
...	30	...	0	0	15	2	195	2	0	...	30	2	0	...	...	...	8	2	1	...	7	8	10	...			
...	41	...	5	1	9	8	107	13	1	...	20	12	10	...	...	...	4	2	4	...	3	15	8	...			
...	38	...	4	7	8	0	132	4	7	...	25	11	6	...	...	...	4	6	6	...	4	2	6	...			
...	500	...	9	8	32	10	2,949	3	8	...	682	4	11	...	...	...	...	...	...	...	...	...	...	...			
...	24	...	4	11	57	0	329	14	11	...	30	11	0	...	...	...	16	7	11	...	15	5	10	...			
...	32	...	0	0	164	0	740	0	0	...	70	9	9	...	...	...	24	10	9	...	23	14	2	...			
...	81	...	0	0	...	...	336	0	0	...	32	8	0	...	...	...	5	0	2	...	4	8	5	...			
...	50	...	0	0	120	0	456	0	0	...	66	12	6	...	...	...	9	14	7	...	9	7	0	...			
...	42	...	0	0	6	4	318	4	0	...	31	13	9	...	...	...	8	13	5	...	8	3	7	...			
...	28	...	5	1	...	...	299	5	1	...	40	15	6	...	...	...	11	8	2	...	10	11	6	...			
...	35	...	0	0	...	...	312	0	0	...	52	12	0	...	...	...	10	6	7	...	9	12	6	...			
...	29	...	5	8	13	0	145	15	8	...	35	10	6	...	...	...	6	1	3	...	5	11	6	...			
...	321	...	3	8	360	4	2,937	7	8	...	361	13	0	...	...	...	...	...	...	...	...	...	...	...			
...	821	...	3	4	392	14	5,886	11	4	...	1,044	1	11	...	...	...	...	...	...	...	...	...	...	...			

	2	3	4	5	6	7	8	9
TUITION .	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
<i>continued.)</i>								
...	Sagara ...	1865	32	8	2	42	40	36
...	Shikaripura ...	1865	30	7	...	37	32	22
...	Chennagiri ...	1866	52	3	...	55	48	43
...	Holé Honnúru ...	1867	34	1	...	35	35	30
...	Shimoga ...	1854	73	4	...	77	81	72
...	Nyámti ...	1869	96	5	...	101	92	89
...	Nagar ...	1870	40	1	1	42	36	34
...	Soraba ...	1870	39	...	...	39	35	32
	Total.....		393	29	3	428	399	358
...	Bánávára ...	1865	40	4	...	44	46	33
...	Kadoor ...	1865	38	...	...	38	37	28
...	Birúru ...	1867	43	...	...	43	42	40
...	Tarikere ...	1867	45	4	...	49	46	42
...	Chikkamagalúru ...	1865	19	2	1	22	14	17
...	Sakrépatna ...	1869	22	...	...	22	20	18
...	Yedahalli ...	1870	50	...	...	50	44	40
...	Sringéri ...	1871	40	...	6	46	40	38
	Total.....		297	10	7	314	289	256
...	Chituldroog ...	1865	16	4	1	21	20	18
...	Harihara ...	1865	22	4	...	26	24	20
...	Hosadurga ...	1866	38	4	12	54	45	41
...	Pávagada ...	1866	18	2	...	20	18	17
...	Dávanagere ...	1868	50	6	1	57	54	50
...	Huliyára ...	1869	23	4	...	27	24	23
...	Molakálumúru ...	1869	42	4	...	46	41	39
...	Jagalúru ...	1869	34	3	...	37	32	28
...	Hirivúru ...	1870	19	1	...	20	18	16
...	Chellakere ...	1870	22	8	...	30	27	20
	Total.....		284	40	14	338	303	272
...	Mysore ...	1855	...	20	...	20	12	10
...	Kolár ...	1865	...	60	...	60	60	40
...	Chikka Ballápura ...	1871	4	23	...	27	24	20
...	Toomkoor ...	1863	...	43	...	43	40	38
...	Chituldroog... ..	1867	...	24	...	24	18	18
	Total.....		4	170	...	174	154	126
	Total.....		981	249	24	1,254	1,145	1,012
	Grand Total.....		3,189	394	42	3,625	3,184	2,766

OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE,  
NANDIDROOG, 24th May 1871.

10 A	10 B	10 C	21			22			23			24			25			26			REMARKS.
Number of Pupils of studying in each language during the year.			21			22			23			24			25			26			
end of the year.			Extraordinary.			Total.			Difference.			Annual Cost of educating each Pupil.			Total Cost.			Cost to Government.			
English.	Kanarese.	Hindustani.							Excess of Receipts over charges.			Excess of Charges over Receipts.									
...	42	...	0	0	24	0	0	456	0	0	87	5	3	...	11	6	4	10	11	9	
...	37	...	3	4	...	341	13	4	48	0	9	...	...	...	10	10	11	10	2	3	
...	55	...	0	0	11	0	0	473	0	0	68	0	0	...	9	13	8	9	1	8	
...	35	...	0	0	...	504	0	0	54	10	0	...	...	...	14	6	4	13	4	0	
...	77	...	0	0	...	300	0	0	65	14	0	...	...	...	3	11	3	3	1	2	
...	101	...	0	0	...	456	0	0	93	7	6	...	...	...	4	15	3	4	6	1	
...	42	...	0	0	28	4	0	225	4	0	59	2	0	...	6	4	1	5	11	8	
...	39	...	0	0	28	2	0	210	2	0	53	4	0	...	6	0	0	5	7	7	
...	428	...	3	4	91	6	0	2,966	3	4	529	11	6	...	...	...	...	...	...	...	
...	44	...	0	0	22	0	0	454	0	0	79	11	0	...	9	13	11	9	3	6	
...	38	...	0	0	43	0	0	409	0	0	71	12	9	...	11	0	10	10	7	4	
...	43	...	0	0	...	452	0	0	44	6	0	...	...	...	10	12	2	9	15	10	
...	49	...	3	4	167	4	0	540	1	4	64	5	11	...	11	11	10	10	14	3	
...	22	...	0	0	...	264	0	0	24	2	6	...	...	...	18	13	8	18	2	2	
...	22	...	0	0	17	10	0	329	10	0	48	1	2	...	16	7	8	15	4	11	
...	50	...	0	3	21	6	0	278	0	3	86	16	9	...	6	5	1	5	11	11	
...	46	...	14	4	20	8	0	140	12	4	31	11	0	...	3	8	3	3	4	3	
...	314	...	1	11	291	12	0	2,867	7	11	451	3	1	...	...	...	...	...	...	...	
...	21	...	0	0	...	180	0	0	16	11	0	...	...	...	9	0	0	8	2	7	
...	26	...	0	0	17	14	0	293	14	0	58	5	0	...	12	3	11	11	7	8	
...	54	...	0	0	...	387	0	0	71	14	0	...	...	...	8	9	7	7	10	3	
...	20	...	0	0	22	0	0	281	0	0	40	15	2	...	15	9	9	14	14	3	
...	57	...	0	0	...	372	0	0	99	13	1	...	...	...	6	15	1	6	1	11	
...	27	...	0	0	...	312	0	0	61	14	11	...	...	...	13	0	0	12	0	10	
...	46	...	0	0	45	14	0	357	14	0	31	14	6	...	8	11	9	8	2	2	
...	37	...	0	0	...	293	0	0	44	4	10	...	...	...	9	2	6	8	8	9	
...	20	...	5	4	12	3	0	217	11	4	16	10	0	...	12	1	6	12	1	3	
...	30	...	1	0	36	4	0	339	15	0	82	2	9	...	12	9	5	11	15	4	
...	338	...	3	4	134	3	0	3,034	6	4	524	9	3	...	...	...	...	...	...	...	
...	...	20	0	0	...	180	0	0	8	14	0	...	...	...	15	0	0	14	4	2	
...	60	...	3	9	...	456	3	9	60	0	8	...	...	...	8	4	3	7	9	3	
...	27	...	0	0	...	52	9	0	1	11	0	...	...	...	2	3	0	2	1	11	
...	43	...	4	7	12	0	0	277	4	7	61	13	8	...	6	14	10	6	0	1	
...	24	...	0	0	...	180	0	0	16	12	0	...	...	...	10	0	0	9	1	1	
...	...	174	1	4	12	0	0	1,186	1	4	149	3	4	...	...	...	...	...	...	...	
...	1,080	174	3	11	529	5	0	10,054	2	11	1,754	11	2	...	...	...	...	...	...	...	
...	3,288	174	1	1	1,586	8	0	27,363	4	1	4,388	9	6	...	...	...	...	...	...	...	

J. GARRETT,  
Director of Public Instruction, Mysore & Coorg.

1	2	3	4	5	6	7	8	9
NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pup'ls on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
Hindu Girls' School ... ..	Bangalore ... ..	1888	42	...	...	42	36	34
" " " ... ..	Chintamani ... ..	1888	36	...	...	36	32	30
" " " ... ..	Srinivásapura ... ..	1889	14	1	...	15	13	12
" " " ... ..	Márgudi ... ..	1889	33	...	...	33	30	25
" " " ... ..	Hassan ... ..	1870	28	...	...	28	26	23
		Total.	153	1	...	154	137	124

General Normal School ... ..	Bangalore ... ..	1861	27	9	...	36	42	31
Hóbli Normal School ... ..	Nandi hoog Division.	1888	36	...	...	36	36	36
Do do ... ..	Ashtagram Division.	1863	50	...	...	50	50	50
Do do ... ..	Nagar Division ...	1863	20	...	...	20	20	20
Engineering School ... ..	Bangalore ... ..	1860	13	...	3	16	16	16
	Total.....		146	9	3	158	164	153
	Grand Total.....		299	10	3	312	301	277

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
NANDIEDROOG, 24th May 1871.



A

A	10 B	10 C	10 D	21	22	23	24	25	26	REMARKS.
Number of Pupils on the ... studying in each language at the end of the year.						Difference.		Annual Cost of educating each Pupil.		
Kanaree.	Hindustani.	Telugu.		Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
42	...	...	36	0 9	0 0 526	0 0	23 11 0	...	...	
...	...	...	...	0 ...	...	288	...	...	...	
15	...	...	...	0 ...	...	312	...	...	...	
23	...	...	...	0 90	10 0 366	10 0	3 11 6	...	...	
28	...	...	...	0 56	0 0 331	15 0	26 13 8	...	...	
118	...	36	...	0 155	10 0 1,824	9 0	54 4 2	...	...	
								14 9	14 9	
								9 0 0	9 0 0	
								24 0 0	24 0 0	
								12 1 6	12 1 6	
								11 11 8	11 11 8	

Annual

20	9	...	10	93	0 0	5,824	11 10	10	10 8	...	...	138	6 10	138	10 11
36	...	...	8	16	13 6	2,283	8 2	...	...	...	...	63	6 10	63	6 10
50	...	...	7	...	...	2,414	12 7	...	...	...	...	48	4 8	48	4 8
20	...	...	1	33	14 6	1,321	15 7	...	...	...	...	66	1 6	66	1 6
...	...	...	6	230	0 0	5,043	5 6	157	8 0	...	...	315	3 4	305	5 10
126	9	...	8	373	12 0	16,883	5 8	168	2 8	...	...	...	...	...	...
244	9	36	8	529	6 0	18,712	14 8	222	6 10	...	...	...	...	...	...

J. GARRETT,  
Director of Public Instruction.





No.

**INSTITUTIONS FOR**

**GOVERNMENT**

*Annual Return for the year*

1	2	3	4
NUMBER.	District.	Talook.	Hóbli.
			Village in which School is established.
1	BANGALORE DISTRICT.	Bangalore	Agara
2		Yelahanka	Yelahanka
3		Jála	Krishnarájapura
4		Hosakóté	Gubbi
5			Kádgódi
6			Hosakóté
7			Súlibelé
8			Vágatta
9			Hulluru
10			Nandagudi
11		Dévanahalli	Kallahalli
12			Jangamakóté
13			Vadagenahalli
14			Chennaráyapattana
15			Búdigere
16			Dévanahalli
17			Kundána
18		Dodda Balláputra	Rájagatta
19			Túbagere
20			Hulikunté
21			Honnávara
22			Kódihalli
23			Kákóllu
24			Dodda Balláputra
25			Tippúru
26			Nelamangala
27			Sondékoppa
28		Nelamangala	Mainahalli
29			Bézzúru
30			Doddabelé
31			Týamagondlu
32			Nijagallu
33		Mágadi	Hulikallu
34			Kudúru
35			Sólúru
36			Gudémáranahalli
37			Sátanúru
38			Távarékere
39		Kengéri	Vuttrahalli
40			Kengéri
41			Bidadi
42			Malúru
43		Chennapatna	Mudigere
44			Chennapatna
45			Honganúru
46			Virupákshipura
47			Málkálí
48		Clósepété	Kúnagallu
49			
50			

1.

GENERAL EDUCATION.

HOBELI SCHOOLS.

ending 31st March 1870—71.

5	6	7	8	9	10	11	12	13	14
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
October 1869 ...	24	2	...	26	...	26	...	84 0 0	
Do ...	22	4	...	26	...	26	...	84 0 0	
September 1869 ...	22	2	...	24	...	24	...	84 0 0	
May 1869 ...	25	...	...	25	...	25	...	84 0 0	
Do ...	10	...	...	10	...	10	...	84 0 0	
Do ...	22	...	...	22	...	22	...	84 0 0	
Do ...	47	3	...	50	...	50	...	84 0 0	
November 1869 ...	26	...	...	26	...	26	...	50 5 8	
May 1869 ...	36	10	...	46	...	46	...	84 0 0	
Do ...	41	7	...	48	...	48	...	84 0 0	
Do ...	14	...	...	14	...	14	...	84 0 0	
October 1869 ...	37	8	...	45	...	45	...	84 0 0	
May 1869 ...	32	3	...	35	...	35	...	84 0 0	
Do ...	17	...	...	17	...	17	...	84 0 0	
Do ...	27	...	...	27	...	27	...	84 0 0	
Do ...	21	...	...	21	...	21	...	84 0 0	
Do ...	77	...	...	77	...	77	...	113 2 0	
September 1870 ...	24	3	...	27	...	27	...	52 8 0	
May 1869 ...	15	...	...	15	...	15	...	84 0 0	
Do ...	40	2	...	42	...	42	...	76 12 9	
October 1869 ...	44	...	...	44	...	44	...	84 0 0	
May 1869 ...	15	...	...	15	...	15	...	76 12 9	
April 1870 ...	18	...	...	18	...	18	...	84 0 0	
October 1869 ...	24	...	...	24	...	24	...	84 0 0	
June 1870 ...	10	...	...	10	...	10	...	56 0 0	
February 1871 ...	10	...	...	10	...	10	...	14 0 0	
October 1869 ...	22	2	...	24	...	24	...	84 0 0	
September 1870 ...	15	3	...	18	...	18	...	49 0 0	
Do ...	44	2	...	46	...	46	...	42 0 0	
July 1869 ...	36	...	...	36	...	36	...	84 0 0	
September 1869 ...	15	...	...	15	...	15	...	66 8 0	
Do ...	12	1	...	13	...	13	...	84 0 0	
May 1869 ...	13	...	...	13	...	13	...	84 0 0	
August 1870 ...	12	...	...	12	...	12	...	52 8 0	
Do ...	22	...	...	22	...	22	...	45 13 3	
October 1869 ...	42	2	...	44	...	44	...	84 0 0	
September 1870 ...	41	8	...	49	...	49	...	45 13 3	
August 1870 ...	36	2	...	38	...	38	...	49 13 10	
March 1871 ...	10	...	...	10	...	10	...	7 0 0	
May 1869 ...	15	5	...	20	...	20	...	84 0 0	
December 1870 ...	23	...	...	23	...	23	...	24 6 3	
May 1869 ...	26	...	...	26	...	26	...	100 4 2	
February 1871 ...	35	1	...	36	...	36	...	11 12 0	
August 1870 ...	31	...	...	31	...	31	...	52 8 0	
February 1871 ...	15	...	...	15	...	15	...	14 0 0	
April 1870 ...	17	...	...	17	...	17	...	85 1 4	
September 1870 ...	28	...	...	28	...	28	...	52 8 0	
February 1871 ...	15	...	...	15	...	15	...	14 0 0	
May 1869 ...	12	...	...	12	...	12	...	84 0 0	
February 1871 ...	6	...	...	6	...	6	...	14 0 0	

## INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1	2	3	4
NUMBER.	District.	Talook.	Höbli.
			Village in which School is established.
51	BANGALORE DISTRICT. (Contd.)	Closepété (Continued.) ...	Bhairamangala ...
52		Closepété ...	Sanganahalli ...
53		Anekallu ...	Jigani ...
54		Attibelé ...	Attibelé ...
55		Iggalúru ...	Iggalúru ...
56		Háragaddé ...	Háragaddé ...
57		Sarjápura ...	Dommasandra ...
58		Varthúru ...	Ganjúru ...
59		Mugalúru ...	Mugalúru ...
60		Bidarukuppé ...	Bidarukuppé ...
61		Bévúru ...	Bévúru ...
62		Kánakánahalli ...	Kánakánahalli ...
63		Tungáni ...	Tungáni ...
64		Muduvádi ...	Muduvádi ...
65		Hárohalli ...	Hárohalli ...
1	KOLAR DISTRICT.	Kolár ...	Vakkaléri ...
2		Vémagallu ...	Vémagallu ...
3		Harati ...	Chámarahalli ...
4		Uttúru ...	Devaryasandra ...
5		Sagattúru ...	Sagattúru ...
6		Holúru ...	Holúru ...
7		Muttuvádi ...	Muttuvádi ...
8		Kolár ...	Bigalé Hosahalli ...
9		Málúru ...	Hulithénahalli ...
10		Húlibelé ...	Koppa ...
11		Narasáputra ...	Siváputra ...
12		Týákalu ...	Yelavéguli ...
13		Kudiyantúru ...	Kudiyantúru ...
14		Málúru ...	Súrahalli ...
15		Lakkúru ...	Lakkúru ...
16		Másthi ...	Másthi ...
17		Kamasandra ...	Kamasandra ...
18		Dásurahosahalli ...	Uriga ...
19		Sálikunté ...	Sálikunté ...
20		Bétmangala ...	Bétmangala ...
21		Kýáamballi ...	Kanzúru ...
22		Bódikóté ...	Bódikóté ...
23		Rámaságara ...	Sarvaredóhahalli ...
24		Táyaltúru ...	Táyaltúru ...
25		Mallináyakanahalli ...	Mallináyakanahalli ...
26		Mailakúru ...	Mailakúru ...
27		Nangali ...	Nangali ...
28		Uttandúru ...	Madiyantúru ...
29		Mulabágalu ...	Kappalmadaga ...
30		Auvani ...	Kothamangala ...
31		Doggasandra ...	Agara ...

(Continued.)

# GENERAL EDUCATION.

HOBBI SCHOOLS.

ending 31st March 1870—71.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.		
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
February 1871 ...	21	...	...	21	...	21	...	14	0	0	
Do ...	15	...	...	15	...	15	...	14	0	0	
March 1870 ...	20	...	...	20	...	20	...	70	0	0	
May 1869 ...	31	4	...	35	...	35	...	120	9	10	
September 1870 ...	11	...	...	11	...	11	...	45	13	4	
Do ...	7	...	...	7	...	7	...	45	13	4	
Do ...	41	6	...	47	...	47	...	49	3	0	
April 1870 ...	35	1	...	36	...	36	...	84	0	0	
Do ...	25	...	...	25	...	25	...	84	0	0	
August 1870 ...	22	...	...	22	...	22	...	45	13	4	
May 1869 ...	22	...	...	22	...	22	...	84	0	0	
March 1871 ...	16	...	...	16	...	16	...	7	0	0	
February 1871 ...	10	...	...	10	...	10	...	13	12	0	
March 1871 ...	30	...	...	30	...	30	...	7	0	0	
February 1871 ...	15	...	...	15	...	15	...	14	0	0	
Total.....	1,565	80	...	1,645	...	1,645	...	4,042	7	2	
May 1869 ...	25	5	...	30	...	30	...	84	0	0	
Do ...	14	5	...	19	...	19	...	84	0	0	
Do ...	13	...	...	13	...	13	...	84	0	0	
February 1869 ...	54	...	...	54	...	54	...	126	10	6	
Do ...	12	...	...	12	...	12	...	84	0	0	
Do ...	18	...	...	18	...	18	...	84	0	0	
May 1869 ...	10	5	...	15	...	15	...	84	0	0	
October 1869 ...	20	4	...	24	...	24	...	84	0	0	
February 1869 ...	10	2	...	12	...	12	...	84	0	0	
Do ...	35	2	...	37	...	37	...	84	0	0	
May 1869 ...	21	3	...	24	...	24	...	84	0	0	
Do ...	12	...	...	12	...	12	...	84	0	0	
Do ...	23	1	...	24	...	24	...	84	0	0	
Do ...	22	1	...	23	...	23	...	84	0	0	
February 1869 ...	21	1	3	25	...	25	...	84	0	0	
April 1869 ...	23	3	...	26	...	26	...	84	0	0	
September 1869 ...	28	...	...	28	...	28	...	84	0	0	
February 1869 ...	18	2	...	20	...	20	...	84	0	0	
May 1869 ...	12	4	2	18	...	18	...	84	0	0	
Do ...	13	3	...	16	...	16	...	84	0	0	
February 1869 ...	14	...	...	14	...	14	...	84	0	0	
May 1869 ...	20	1	...	21	...	21	...	84	0	0	
October 1869 ...	14	...	...	14	...	14	...	84	0	0	
February 1869 ...	16	3	...	19	...	19	...	84	0	0	
April 1870 ...	9	...	...	9	...	9	...	84	0	0	
Do ...	13	...	...	13	...	13	...	84	0	0	
February 1870 ...	10	2	...	12	...	12	...	84	0	0	
Mar 1869 ...	28	...	...	28	...	28	...	84	0	0	
April 1870 ...	22	1	...	23	...	23	...	84	0	0	
October 1869 ...	15	1	...	16	...	16	...	84	0	0	
February 1869 ...	29	...	...	29	...	29	...	82	9	7	

## INSTITUTIONS FOR

## GOVERNMENT

## Annual Return for the year

1	2	3	4
Number.	Talook.	Hôli.	Village in which School is established.
	District.		
32	Srinivâspura	Adagallu	Adagallu
33		Râyalpâdu	Râyalpâdu
34		Rônûru	Rônûru
35		Sômayâjinsapalli	Sômayâjinsapalli
36		Yeladûru	Yeladûru
37		Nambihalli	Chaldigenahalli
38		Dalasanûru	Dalasanûru
39		Srinivâspura	Nagadêpalli
40		Nelavanki	Yêrukâlê
41	Ambâjîdurga	Chintâmani	Ganjûru
42		Kaivâra	Kaivâra
43		Iragampalli	Iragampalli
44		Kurabûru	Kuralûru
45		Uppârapêtê	Uppârayêtê
46		Muragamalê	Hebêlêri
47	Sidlaghatta	Ganjiguntê	Ganjiguntê
48		Sadli	Dammâ sandra
49		Sidlaghatta	Abbalûdu
50		Chilkalneryu	Burâdguntê
51		Basattahalli	Tênahalli
52		Munganahalli	Munganahalli
53		Koralaparti	Pâpatimmanahalli
54		Mâlûru	Kundalgurkê
55		Begatharahalli	Kannanangala
56	Chikka Ballâpura	Manchênahalli	Manchênahalli
57		Manchanabelê	Manchanabelê
58		Auvati	Auvati
59		Nandi	Nandi
60		Pûrrasâgara	Kêtenah lli
61		Perisandra	P.ri-andra
62	Gôribidanûru	Hosûru	Hosûru
63		Tondêbhâvi	Tondêbhâvi
64		Varavani	Varavani
65		Bommasandra	Bommasandra
66	Gûlilanda	Gûlilanda	Hampasandra
67		Mandikallu	Mandikallu
68		Sônênahalli	Sônênahalli
69		Dârinâyakanapâlya	Dârinâyakanapâlya
70		Nâgaragere	Nâgaragere
71		Nâmagondlu	Nâmagondlu
72	Gûmanâyakanapâlya	Gûlûru	Gûlûru
73		Yellampalli	Yellampalli
74		Chêlûru	Chêlûru
75		Mittêvari	Mittêvari
76		Chalkavêlu	Pallagallu
77		Hillûru	Maddi, ali
78		Patthapâlya	Patthapâlya



(Continued.)

# GENERAL EDUCATION.

HOBLI SCHOOLS.

ending 31st March 1870—71.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.		
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
September 1869 ...	28	8	...	36	...	36	...	84	0	0	
August 1870 ...	14	1	...	15	...	15	...	56	0	0	
October 1869 ...	13	...	...	13	...	13	...	84	0	0	
May 1869 ...	23	...	...	23	...	23	...	84	0	0	
February 1869 ...	30	3	...	33	...	33	...	84	0	0	
Do ...	19	...	...	19	...	19	...	84	0	0	
May 1869 ...	30	6	...	36	...	36	...	82	9	7	
November 1869 ...	15	...	...	15	...	15	...	84	0	0	
October 1869 ...	30	...	...	30	...	30	...	84	0	0	
1st March 1869 ...	32	...	...	32	...	32	...	84	0	0	
15th Feb. 1869 ...	42	19	...	61	...	61	...	84	0	0	
26th April 1869 ...	32	...	...	32	...	32	...	84	0	0	
18th Feb. 1869 ...	16	...	...	16	...	16	...	84	0	0	
13th August 1870 ...	14	10	...	24	...	24	...	56	0	0	
12th May 1869 ...	24	...	...	24	...	24	...	84	0	0	
22nd March 1870 ...	34	2	...	36	...	36	...	84	0	0	
25th Nov. 1869 ...	24	...	...	24	...	24	...	84	0	0	
4th April 1870 ...	20	...	...	20	...	20	...	77	14	5	
15th Feb. 1869 ...	25	4	...	29	...	29	...	84	0	0	
15th Sep. 1869 ...	20	...	...	20	...	20	...	84	0	0	
Do ...	18	...	...	18	...	18	...	84	0	0	
19th October 1869 ...	14	...	...	14	...	14	...	84	0	0	
27th Nov. 1869 ...	19	...	...	19	...	19	...	84	0	0	
26th March 1871 ...	10	...	...	10	...	10	...	1	5	8	
22nd March 1870 ...	29	1	...	30	...	30	...	84	0	0	
11th May 1869 ...	44	...	2	46	...	46	...	84	0	0	
15th Feb. 1869 ...	40	3	...	43	...	43	...	84	0	0	
Do ...	14	6	...	20	...	20	...	84	0	0	
22nd March 1871 ...	10	...	...	10	...	10	...	7	0	0	
March 1871 ...	10	...	...	10	...	10	...	...	No return.		
22nd March 1870 ...	34	6	...	40	...	40	...	84	0	0	
1st Feb. 1871 ...	10	...	...	10	...	10	...	14	0	0	
15th April 1869 ...	30	...	...	30	...	30	...	84	0	0	
26th March 1871 ...	10	...	...	10	...	10	...	...	No return		
15th Feb. 1869 ...	30	...	...	30	...	30	...	84	0	0	
15th March 1870 ...	30	2	...	32	...	32	...	84	0	0	
13th May 1869 ...	23	...	...	23	...	23	...	84	0	0	
15th April 1870 ...	36	7	...	43	...	43	...	84	0	0	
6th Feb. 1871 ...	25	...	...	25	...	25	...	14	0	0	
1st Sept. 1870 ...	30	...	...	30	...	30	...	49	0	0	
18th March 1870 ...	32	...	...	32	...	32	...	84	0	0	
1st April 1870 ...	29	2	...	31	...	31	...	84	0	0	
15th Sept. 1869 ...	42	1	...	43	...	43	...	84	0	0	
1st October 1869 ...	54	...	...	54	...	54	...	121	4	2	
9th April 1870 ...	12	...	...	12	...	12	...	84	0	0	
12th Sept. 1870 ...	10	...	...	10	...	20	...	49	0	0	
1st Sept. 1870 ...	26	...	...	26	...	26	...	49	0	0	
Total.....	1,733	130	7	1,870	...	1,870	...	5,827	51	1	

## INSTITUTIONS FOR

GOVERNMENT

*Annual Return for the year*

1	2	3	4
Number. District.	Talook.	H65L	Village in which School is established.
1	Toomkoor ...	Kôra ...	Kestûru ...
2		Honnudiké ...	Hobsigere ...
3		Chêlûru ...	Bidare ...
4		Gûlûru ...	Kaidâla ...
5		Toomkoor ...	Arikere ...
6		Vurdagere ...	Vurdagere ...
7		Bellâvi ...	Bellâvi ...
8	Korastagere ...	Kôlâla ...	Kôlâla ...
9		Tharâdûru ...	Tharâdûru ...
10		Thotlagere ...	Thotlagere ...
11		Honnâvalli ...	Honnâvalli ...
12		Thôvinkere ...	Thôvinkere ...
13		Chennarâyâlurga ...	Bukkâpatna ...
14	Maddagiri ...	Purâvara ...	Byaliya ...
15		Ittigédibbanahalli ...	Ittigédibbanahalli ...
16		Maddagiri ...	Ganjalagunté ...
17		Doddéri ...	Doddéri ...
18		Kodagénahalli ...	Kodagénahalli ...
19		Midigési ...	Midigési ...
20		Hampasandra ...	Idatgru ...
21	Chikkanâyakanahalli ...	Hâgalavâli ...	Hâgalavâli ...
22	Sirâ ...	Nadûru ...	Hosûru ...
23		Baragûru ...	Baragûru ...
24		Kallambe'le ...	Chikkanâyakanahalli ...
25		Hulikunté ...	Hulikunté ...
26		Bukkâpatna ...	Kuriballi ...
27		Sirâ ...	Gula ...
28	Kunigallu ...	Kunigallu ...	Herûru ...
29		Yâliyûru ...	Yediyûru ...
30		Hebbûru ...	Tharûru ...
31		Chitnahalli ...	Chitnahalli ...
32		Kothagere ...	Kothagere ...
33	Kadaba ...	Ariyûru ...	Ariyûru ...
34		Kollûru ...	Sampagé ...
35		Mâyasandra ...	Mâyasandra ...
36	Turivékere ...	Landiâvâra ...	Dandinasivara ...
37		Echanûru ...	Echanûru ...
38		Turivékere ...	Maniyûru ...
39		Novanakere ...	Novanakere ...
40	Honnâvalli ...	Tiptûru ...	Madiballi ...
41	Huliyârdurga ...	Huliyârdurga ...	Mâvatûru ...
42		Uttarâlurga ...	Yeliyûru ...

(Continued)

# GENERAL EDUCATION.

HOBLI SCHOOLS.

ending 31st March 1870—71.

5	6	7	8	9	10	11	12	13	REMARKS.
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
March 1869. ...	28	...	...	28	...	28	...	84 0 0	No. Return.
Do	20	...	...	20	...	20	...	84 0 0	
Do	54	...	...	54	...	54	...	84 0 0	
May 1869. ...	24	...	...	24	...	24	...	84 0 0	
Do	28	...	...	28	...	28	...	84 0 0	
Do	35	...	...	35	...	35	...	84 0 0	
September 1869 ...	52	...	...	52	...	52	...	84 0 0	
September 1870. ...	30	...	...	30	...	30	...	49 0 0	
Do	30	...	...	30	...	30	...	49 0 0	
Do	30	...	...	30	...	30	...	49 0 0	
Do	30	...	...	30	...	30	...	49 0 0	
February 1871. ...	28	...	...	28	...	28	...	14 0 0	
Do	28	...	...	28	...	28	...	14 0 0	
May 1869. ...	28	...	...	28	...	28	...	84 0 0	
Do	20	...	...	20	...	20	...	84 0 0	
September 1869. ...	35	...	...	35	...	35	...	84 0 0	
March 1870. ...	28	...	...	28	...	28	...	84 0 0	
September 1870. ...	28	...	...	28	...	28	...	49 0 0	
February 1871. ...	20	...	...	20	...	20	...	14 0 0	
Do	20	...	...	20	...	20	...	14 0 0	
March 1869 ...	58	...	...	58	...	58	...	84 0 0	
Do	47	...	...	47	...	47	...	84 0 0	
Do	35	...	...	35	...	35	...	84 0 0	
May 1869. ...	38	...	...	38	...	38	...	84 0 0	
June 1870. ...	28	...	...	28	...	28	...	70 0 0	
September 1870 ...	30	...	...	30	...	30	...	49 0 0	
February 1871. ...	30	...	...	30	...	30	...	14 0 0	
September 1870 ...	36	...	...	36	...	36	...	49 0 0	
March 1869. ...	40	...	...	40	...	40	...	84 0 0	
September 1870 ...	32	...	...	32	...	32	...	49 0 0	
March 1871. ...	24	...	...	24	...	24	...	7 0 0	
Do	20	...	...	20	...	20	...	...	
March 1870 ...	32	...	...	32	...	32	...	84 0 0	
September 1870 ...	28	...	...	28	...	28	...	49 0 0	
Do	30	...	...	30	...	30	...	49 0 0	
May 1869. ...	30	...	...	30	...	30	...	84 0 0	
Do	40	...	...	40	...	40	...	84 0 0	
June 1870. ...	25	...	...	25	...	25	...	70 0 0	
September 1870. ...	20	...	...	20	...	20	...	49 0 0	
September 1869 ...	36	...	...	36	...	36	...	84 0 0	
Do 1870. ...	30	...	...	30	...	30	...	49 0 0	
March 1871. ...	26	...	...	26	...	26	...	...	
Total .....	1,299	...	...	1,299	...	1,299	...	2,475 0 0	No. Return.

## INSTITUTIONS FOR

## GOVERNMENT

*Annual Return for the year*

1	2	3	4
Number.	Talook.	Hobli.	Village in which School is established.
1	Mysore ...	Mysore ...	Padavarahalli ...
2		Lingambudhi ...	Hinakallu ...
3		Ilavala ...	Ilavala ...
4		Kudlahalli ...	Sollapura ...
5		Sindhuvalli ...	Airahalli ...
6	Mysore Ashtagram ...	Palahalli ...	Palahalli ...
7		Chendagallu ...	Chendagallu ...
8		Rangasamudra ...	Rangasamudra ...
9		Hathinaru ...	Hathinaru ...
10	Patna Ashtagram ...	Kura ...	Seeringapatam ...
11		Do ...	Ganjan ...
12		Kiranguru ...	Hirde ...
13		Thirumalasagara ...	Lakshmisagara ...
14		Kyatanahalli ...	Kyatanahalli ...
15		Haravu ...	Haravu ...
16		Shethalli ...	Sethalli ...
17		Arakere ...	Arakere ...
18		Rannuru ...	Bannuru ...
19	Yadatore ...	Tippuru ...	Tippuru ...
20		Haranahalli ...	Haranahalli ...
21		Saligrama ...	Saligrama ...
22		Mirle ...	Mirle ...
23		Bidrahalli ...	Bidrahalli ...
24	Nanjanagodu ...	Nanjanagodu ...	Banahalli ...
25		Hedatala ...	Hedatala ...
26		Kalale ...	Kalale ...
27		Hura ...	Haginavala ...
28	Heggadévanakote ...	An'arsanthé ...	Jominale ...
29	Periyapatna ...	Periyapatna ...	Periyapatna ...
30		Kirujaji ...	Kattinallavadi ...
31		Bettadapura ...	Bettadapura ...
32	Man'ya ...	Mandya ...	Satanuru ...
33		Yeliyuru ...	Holalu ...
34		Kottatti ...	Guttalu ...
35		Dudda ...	Madaganuru ...
36		Mattigere ...	Mattigere ...
37		Basaralu ...	Basaralu ...
38	Madduru ...	Madduru ...	Deshahalli ...
39		Kudaregundi ...	Kudaregundi ...
40		Doddarasanakere ...	Doddarasanakere ...
41		Tippuru ...	Honnalagere ...
42		Anthakuru ...	Kesthuru ...
43	Mallavalli ...	Kiragavala ...	Kiragavala ...
44	Talakadu ...	Talakadu ...	Talakadu ...
45		Purigala ...	Belahavadi ...
46		Sosalé ...	Sosalé ...
47		Tavuru ...	Tavuru ...
48		Moguru ...	Moguru ...
49	Chamarajanagara ...	Chamarajanagara ...	Ramesamudra ...
50		Kagalavadi ...	Suraguru ...

(Continued.)

# GENERAL EDUCATION.

## HOBLI SCHOOLS.

ending 31st March 1870—71.

5	6	7	8	9	10	11	12	13	14
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.		
March 1870	22	...	...	22	...	22	...	84	0 0
May 1869	15	...	...	15	...	15	...	84	0 0
December 1869	32	2	...	34	...	34	...	84	0 0
Do	39	...	...	39	...	39	...	84	0 0
February 1870	8	...	...	8	...	8	...	84	0 0
May 1869	18	...	1	19	...	19	...	84	0 0
February 1871	13	...	...	13	...	13	...	10	8 0
December 1870	18	...	...	18	...	18	...	21	0 0
March 1871	16	...	...	16	...	16	...	7	0 0
February 1869	34	...	...	34	...	34	...	84	0 0
July 1869	46	2	...	48	...	48	...	84	0 0
October 1869	44	...	...	44	...	44	...	84	0 0
March 1869	14	...	...	14	...	14	...	75	0 0
Do	33	4	...	37	...	37	...	84	0 0
May 1869	28	...	...	28	...	28	...	84	0 0
December 1870	8	...	...	8	...	8	...	28	0 0
June 1869	25	...	...	25	...	25	...	84	0 0
May 1869	15	...	...	15	...	15	...	84	0 0
February 1870	33	...	...	33	...	33	...	84	0 0
May 1869	19	...	...	19	...	19	...	84	0 0
Do	26	...	...	26	...	26	...	84	0 0
February 1869	18	...	...	18	...	18	...	84	0 0
Do	46	...	...	46	...	46	...	84	0 0
January 1871	10	...	...	10	...	10	...	16	0 6
February 1870	27	...	...	27	...	27	...	84	0 0
February 1869	45	...	...	45	...	45	...	85	9 9
February 1870	18	...	...	18	...	18	...	84	0 0
February 1869	46	...	...	46	...	46	...	84	0 0
March 1869	42	...	...	42	...	42	...	84	0 0
December 1870	20	...	...	20	...	20	...	28	0 0
February 1871	27	...	...	27	...	27	...	14	0 0
May 1869	20	...	...	20	...	20	...	84	0 0
December 1869	13	...	...	13	...	13	...	84	0 0
November 1870	34	...	...	34	...	34	...	35	0 0
March 1869	27	...	...	27	...	27	...	84	0 0
Do	21	...	...	21	...	21	...	84	0 0
Do	22	...	...	22	...	22	...	84	0 0
February 1871	13	...	...	13	...	13	...	14	0 0
Do	5	...	...	5	...	5	...	14	0 0
Do	14	...	...	14	...	14	...	14	0 0
December 1869	11	...	...	11	...	11	...	84	0 0
September 1870	30	...	...	30	...	30	...	44	9 1
August 1870	12	16	...	28	...	28	...	54	6 7
February 1869	30	...	...	30	...	30	...	84	0 0
June 1870	18	...	...	18	...	18	...	70	0 0
December 1870	18	...	...	18	...	18	...	28	0 0
Do	28	...	...	28	...	28	...	28	0 0
May 1869	51	...	...	51	...	51	...	84	0 0
Do	28	...	...	28	...	28	...	84	0 0
February 1869	27	...	...	27	...	27	...	84	0 0

## INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1	2	3	4
Number. District.	Talook.	Hóbbi.	Village in which School is established.
51 52 53 54 55 56 57 58 59 Mysore Dist. (Contd.)	Chámarájanagara (Contd.)...	Honganúru ... Aulúru ... Santémárahalli ... Ummattúru ... Dévanúru ... Kottalavádi ... Tirakanámbi ... Haradanahalli ... Maddúru ...	Honganúru ... Aulúru ... Kajaru ... Ummattúru ... Tagadúru ... Kottalavádi ... Tirakanámbi ... Haradanahalli ... Maddúru ...
60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 Hassan District.	Hassan ... Manjarábád ... Mahárájanadurga ... Arakalagúdu ... Attikuppa ... Bélúru ... Channarayana ... Nágamangala ...	Madihalli ... Gráma ... Sáligamé ... Hassan ... Kannika ... Attavára ... Mudigere ... Ponnáthapura ... Górúru ... Muttigé ... Krišnarája Katté ... Hanasógé ... Konnúru ... Arakalagúdu ... Basavapatna ... Marúru ... Mallipatna ... Santábáchahalli ... Sindhughatta ... Búkanakere ... Mélkóté ... Akkihébbalu ... Attikuppa ... Kannambádi ... Kikkéri ... Adagúru ... Norvé ... Andlé ... Méluratu ... Anékere ... Didiga ... Nuggéhalli ... Sravanabelagula ... Hirisavé ... Bhímanahalli ... Mannahalli ... Bellúru ... Nágamangala ...	Ugani ... Gráma ... Sáligamé ... Bhúvanahalli ... Ambuga ... Attavára ... Mudigere ... Ponnáthapura ... Górúru ... Bhartúru ... Rudrapatna ... Hanasógé ... Konnúru ... Hebbalé ... Basavapatna ... Marúru ... Dodda Pemmati ... Santábáchahalli ... Jaganakere ... Búkanakere ... Mélkóté ... Akkihébbalu ... Agrahárábáchalli ... Kannambádi ... Kikkéri ... Adagúru ... Gónibdu ... Háltóri ... Aggadalu ... Yeliyúru ... Santásvara ... Jambúru ... Sravanabelagula ... Hirisavé ... Dévalápura ... Chinniya ... Bellúru ... Pálagahára ...

(Continued.)

# GENERAL EDUCATION.

HOBLI SCHOOLS.

ending 31st March 1870—71.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.		
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
March 1870 ...	18	...	...	18	...	18	...	84	0	0	
January 1870 ...	18	...	...	18	...	18	...	70	0	0	
May 1869 ...	44	...	...	44	...	44	...	84	0	0	
February 1871 ...	12	...	...	12	...	12	...	14	0	0	
October 1870 ...	24	...	...	24	...	24	...	42	0	0	
December 1870 ...	10	...	...	10	...	10	...	28	0	0	
May 1869 ...	34	3	...	37	...	37	...	84	0	0	
Do ...	20	...	...	20	...	20	...	84	0	0	
Do ...	22	...	...	22	...	22	...	84	0	0	
Total.....	1,429	27	1	1,457	...	1,457	...	3,849	1	11	
1st February 1869 ...	36	...	...	36	...	36	...	84	0	0	
Do ...	27	...	...	27	...	27	...	84	0	0	
Do ...	18	...	...	18	...	18	...	84	0	0	
Do ...	24	...	...	24	...	24	...	84	0	0	
1st Dec. 1870. ...	24	...	...	24	...	24	...	28	0	0	
March 1871. ...	20	...	...	20	...	20	...	7	0	0	
February 1869 ...	27	...	...	27	...	27	...	84	0	0	
Do ...	18	...	...	18	...	18	...	84	0	0	
Do ...	20	...	...	20	...	20	...	84	0	0	
December 1870. ...	20	...	...	20	...	20	...	28	0	0	
February 1869. ...	33	...	...	33	...	33	...	84	0	0	
Do ...	23	...	...	23	...	23	...	84	0	0	
October 1869. ...	30	...	...	30	...	30	...	84	0	0	
December 1870. ...	26	...	...	26	...	26	...	28	0	0	
Do ...	23	...	...	23	...	23	...	28	0	0	
Do ...	20	...	...	20	...	20	...	28	0	0	
Do ...	26	...	...	26	...	26	...	28	0	0	
January 1869 ...	30	...	...	30	...	30	...	84	0	0	
February 1870. ...	40	...	...	40	...	40	...	84	0	0	
August 1870. ...	27	...	...	27	...	27	...	49	0	0	
Do ...	93	...	...	93	...	93	...	84	0	0	
September 1870. ...	25	...	...	25	...	25	...	28	0	0	
Do ...	18	...	...	18	...	18	...	28	0	0	
Do ...	29	...	...	29	...	29	...	28	0	0	
Do ...	40	...	...	40	...	40	...	28	0	0	
January 1869. ...	21	...	...	21	...	21	...	84	0	0	
Do ...	25	...	...	25	...	25	...	84	0	0	
April 1869. ...	24	...	...	24	...	24	...	84	0	0	
May 1869. ...	20	...	...	20	...	20	...	76	0	0	
September 1870. ...	28	...	...	28	...	28	...	28	0	0	
Do ...	19	...	...	19	...	19	...	28	0	0	
Do ...	14	...	...	14	...	14	...	28	0	0	
Do ...	53	...	...	53	...	53	...	28	0	0	
Do ...	20	...	...	20	...	20	...	28	0	0	
May 1869. ...	35	...	...	35	...	35	...	84	0	0	
January 1870. ...	42	...	...	42	...	42	...	84	0	0	
Do ...	32	...	...	32	...	32	...	28	0	0	
September 1869. ...	10	...	...	10	...	10	...	28	0	0	

# INSTITUTIONS FOR GOVERNMENT

*Annual Return for the year*

1	2	3	4
Number. District.	Talook.	H&Ll.	Village in which School is established.
39	Nagamangala (Contd.)	Bindiganavale	Bindiganavale
40	Hararahalli	Gandisi	Gandisi
41	Narasipura	Maddapura	Maddapura
42		Mavinkere	Halékote
43		Niduvani	Dodda Kadmuru
44		Narsipura	Hippé
45		Ganni	Ganni Agrahara
1	Shikaripura	Belagavi	Belagavi
2		Issuru	Issuru
3		Mugalagere	Mugalagere
4		Jamburu	Muchadi
5	Shimoga	Holehonnuru	Sanyasikodamagere
6		Anveri	Gudamagatte
7		Ayanuru	Ayanuru
8		Kudli	Pillangere
9		Gajanuru	Gajanuru
10		Haramagatte	Sithukote
11		Kuligere	Arekere
12		Benkipura	Benkipura
13	Chemmagiri	Nalluru	Nalluru
14		Devarahalli	Devarahalli
15		Addigere	Addigere
16		Rajagondanahalli	Padumatti
17	Honnali	Honnali	Honnali
18	Anantapura	Anantapura	Anantapura
19		Maseruru	Binnavalli
20	Kavaleedurga	Thirthahalli	Thirthahalli
21	Sagara	Keladi	Keladi
22		Siruvante	Siruvante
23		Do.	Baradavalli
24		Thalaguppe	Thalaguppe
25	Soraba	Soraba	Muthaguppe
26		Kyasanuru	Hosabale
27		Thavanandi	Kerehalli
28		Kyasanuru	Nisarani
29		Aunavatti	Aunavatti
1	Chikmagalur	Hirémagaluru	Hirémagaluru
2		Lakya	Lakya
3		Mattavara	Mugathalli
4		Malaluru	Malaluru
5		Belavadi	Belavadi



(Continued.)

GENERAL EDUCATION.

HOBLI SCHOOLS.

ending 31st March 1870—71.

5	6	7	8	9	10	11	12	13		
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.	
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.			
December 1870. ...	23	...	...	23	...	23	...	28	0	0
Do	26	...	...	26	...	26	...	28	0	0
April 1869. ...	17	...	...	17	...	17	...	84	0	0
February 1869. ...	38	...	...	38	...	38	...	84	0	0
December 1870. ...	28	...	...	28	...	28	...	28	0	0
Do	10	...	...	10	...	10	...	28	0	0
Do	17	...	...	17	...	17	...	28	0	0
Total.....	1,230	...	...	1,230	...	1,230	...	1,428	0	0
March 1870	28	5	...	31	...	31	...	84	0	0
March 1869	20	...	...	20	...	20	...	49	0	0
March 1870	18	...	...	18	...	18	...	77	0	0
September 1869	23	...	...	23	...	23	...	84	0	0
March 1869	37	5	...	42	...	42	...	126	9	3
Do	25	...	...	25	...	25	...	84	0	0
September 1869	15	...	...	15	...	15	...	84	0	0
March 1870	32	...	...	32	...	32	...	84	0	0
Do	22	...	...	22	...	22	...	84	0	0
September 1869	18	...	1	19	...	19	...	84	0	0
August 1870	34	...	...	34	...	34	...	55	12	5
Do	23	...	...	23	...	23	...	55	12	5
March 1869	14	8	...	22	...	22	...	83	8	0
August 1870	30	...	...	30	...	30	...	55	12	5
March 1870	25	2	...	27	...	27	...	84	0	0
August 1870	42	...	...	42	...	42	...	55	12	5
Do	45	1	1	47	...	47	...	49	0	0
March 1870	48	...	...	48	...	48	...	83	0	0
March 1869	12	...	...	12	...	12	...	84	0	0
March 1870	34	...	2	36	...	36	...	67	8	3
August 1870	29	...	...	29	...	29	...	43	0	0
March 1870	18	4	...	22	...	22	...	84	0	0
August 1870	21	...	...	21	...	21	...	49	0	0
Do	26	...	...	26	...	26	...	49	0	0
Do	27	2	...	29	...	29	...	55	12	5
Do	17	...	...	17	...	17	...	55	12	5
Do	40	...	...	40	...	40	...	47	10	4
March 1871	13	...	...	13	...	13	...	9	0	0
Do	20	...	...	20	...	20	...	9	0	0
Total.....	754	27	4	785	...	785	...	1,916	14	4
March 1869	38	2	...	40	...	40	...	84	0	0
Do	28	3	...	31	...	31	...	84	0	0
Do	18	1	...	19	...	19	...	84	0	0
Do	18	...	...	18	...	18	...	84	0	0
Do	20	...	...	20	...	20	...	83	0	0

## INSTITUTIONS FOR

## GOVERNMENT

*Annual Return for the year*

1	2	3	4
Number. District.	Talook.	Hóbli.	Village in which School is established.
6	Chikkamagalúru ( <i>Contd.</i> ) ...	Karagatta ...	Karagatta ...
7		Kenkere ...	Bilisahalli ...
8		Nárapura ...	Thimmasandi ...
9		Moslé ...	Mosle ...
10	Kadoor ...	Patngere ...	Patngere ...
11		Nidaghatta ...	Nidaghatta ...
12		Brammasamudra ...	Brammasamudra ...
13	Tarikere ...	Ajjampura ...	Ajjampura ...
14		Lingadahalli ...	Lingadahalli ...
15		Doranahalu ...	Doranahalu ...
16	Bánávára ...	Jávagal ...	Jávagal ...
17		Chilagúru ...	Chilagúru ...
18	Wastára ...	Kadagabádu ...	Hceahalli ...
19		Anúru ...	Anúru ...
20		Bidranádu ...	Chikkamagaravalli ...
21		Kundavalli ...	Kundavalli ...
1	Chituldroog ...	Siddappanahalli ...	Siddappanahalli ...
2		Chituldroog ...	Rangappanahalli ...
3		Chitrahalli ...	Godabanahalu ...
4		Turvanúru ...	Turvanúru ...
5		Tálya ...	Tálya ...
6	Hiriyúru ...	Iyamengala ...	Harati ...
7	Dávanagere ...	Máyakonda ...	Máyakonda ...
8		Dávanagere ...	Beturu ...
9		Anaji ...	Anaji ...
10	Hosadurga ...	Bégúru ...	Bégúru ...
11	Pávagada ...	Mugudalabetta ...	Arasikere ...
12		Pávagada ...	Kannamadi ...
13		Nidagallu ...	Náyadagunté ...
14	Harihara ...	Kondaji ...	Baki ...
15	Doddéri ...	Náyikanabatti ...	Náyikanabatti ...
16	Búdhálu ...	Budihálu ...	Heggere ...

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE,  
NANDIDROOG, 24th May 1871.

(Concluded.)

## GENERAL EDUCATION.

### MOBILI SCHOOLS.

ending 31st March 1870—71.

5	6	7	8	9	10	11	12	13	14
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.	REMARKS.
	Hindus.	Mahomedans.	Others.	Total.		Kanaree.	Telugu.		
March 1869 ...	40	...	...	40	...	40	...	84 0 0	
August 1870 ...	44	...	...	44	...	44	...	49 0 0	
February 1871 ...	10	...	...	10	...	10	...	14 0 0	
Do ...	20	...	...	20	...	20	...	14 0 0	
March 1869 ...	13	...	...	13	...	13	...	84 0 0	
August 1870 ...	35	...	...	35	...	35	...	49 0 0	
September 1870 ...	16	...	...	16	...	16	...	42 0 0	
February 1871 ...	15	...	...	15	...	15	...	14 0 0	
March 1869 ...	31	...	...	31	...	31	...	76 8 9	
August 1870 ...	22	...	...	22	...	22	...	42 0 0	
March 1869 ...	45	...	...	45	...	45	...	84 0 0	
August 1870 ...	25	...	...	25	...	25	...	49 0 0	
November 1869 ...	15	...	...	15	...	15	...	65 12 0	
March 1869 ...	8	...	...	8	...	8	...	80 0 0	
March 1870 ...	12	15	...	27	...	27	...	77 0 0	
August 1870 ...	23	...	...	23	...	23	...	49 0 0	
Total.....	496	21	...	517	...	517	...	1,292 4 9	
March 1871 ...	...	...	...	...	...	...	...	...	No return.
April 1869 ...	16	...	...	16	...	16	...	84 0 0	
Do ...	20	...	...	20	...	20	...	84 0 0	
September 1869 ...	39	...	...	39	...	39	...	84 0 0	
March 1870 ...	53	...	...	53	...	53	...	84 0 0	
February 1871 ...	12	...	...	12	...	12	...	84 0 0	
April 1869 ...	20	...	...	20	...	20	...	77 0 0	
March 1870 ...	30	...	...	30	...	30	...	84 0 0	
March 1871 ...	10	...	...	10	...	10	...	...	No return.
April 1869 ...	55	...	...	55	...	55	...	84 0 0	
Do ...	20	...	...	20	...	20	...	84 0 0	
March 1870 ...	15	...	...	15	...	15	...	84 0 0	
April 1870 ...	11	...	...	11	...	11	...	84 0 0	
November 1870 ...	28	...	...	28	...	28	...	84 0 0	
December 1870 ...	25	...	...	25	...	25	...	28 0 0	
February 1871 ...	32	...	...	32	...	32	...	10 8 0	
Total.....	378	...	...	378	...	378	...	1,039 8 0	

J. GARRETT,  
Director of Public Instruction.





1	2	3	4	5	6	7	8	9
NAME OF INSTITUTION	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
HIGHER CLASS.								
English.								
1 Bishop Cotton's School...	Bangalore	1865	...	...	79	79	75	70
2 St. Andrew's School ...	Do	1866	...	...	67	67	58	58
Anglo Vernacular.								
3 London Mission Institution	Do	1847	91	7	38	136	139	120
4 Native Educational Institution	Do	1851	312	18	10	340	328	270
5 Wesleyan Mission School	Mysore	1855	200	8	12	220	220	185
Total....			603	33	206	842	820	708
MIDDLE CLASS.								
English.								
6 Cantonment Orphanage	Bangalore	1866	...	...	50	50	50	50
7 Ordnance School	Fort	1832	1	...	23	24	27	23
8 St. John's District School	Bangalore	1854	9	...	61	70	67	58
Anglo Vernacular.								
9 London Mission Cantonment School.	Do	1854	96	6	12	114	110	95
10 "								

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE,  
NANDIBOOG, 24th May 1871.

10 A	10 B	10 C	10 D	10 E	21	22	23	24	25	26	REMARKS.
Number of Pupils on the Rolls studied in each language at the end of the year.					Expenditure during the year.		Difference.		Annual Cost of educating each Pupil.		
English.	Kannarese.	Hindustani.	Telugu.		Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
79 67	...	...	...		393 4 0 207 14 4	9,950 7 11 6,319 9 4	...	99 7 11	132 10 9 108 15 4	50 1 3 41 6 1	
136 340 220	136 300 220	...	...		...	7,320 0 0 9,846 0 0 315 4 0 7,648 4 0	49 14 0	...	52 10 7 30 0 3 34 12 3	4 5 1 7 5 1 5 7 3	
842	656	2	...		916 6 4	41,084 5 3	851 14 6	5,498 6 11			
50 24 70	...	...	...		...	3,600 0 0 24 4 5 498 6 0 636 4 5 1,870 7 9	...	...	72 0 0 23 14 11 21 3 2	14 6 4 17 12 5 8 15 3	
114 84	...	...	...		...	2,904 0 0 2,424 0 0	49 14 0 112 0 0	...	28 6 4 28 2 11	3 4 4 2 12 7	
119 12 77 7	112 21 ...	...	5 Latin		...	185 9 0 35 0 0 150 0 0 328 13 6 3,854 9 0 1,331 0 0 1,840 0 0 1,164 3 6	...	...	47 0 1 63 6 4 27 14 1 15 11 8	14 10 1 28 9 1 14 8 8 4 13 10	
557	183	...	5		1,222 0 11	19,624 8 8	195 7 7	474 12 5			
399	839	2	5		2,138 7 3	60,708 13 11	1,047 6 1	5,973 3 4			

**J. GARRETT,**  
*Director of Public Instruction.*







1	2	3	4	5	6	7	8	9
NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
LOWER CLASS.								
1 St. Mark's Ragged School ...	Bangalore	1864	...	...	50	50	45	45
ANGLO-VERNACULAR.								
2 Blackpalli Catholic School ...	Bangalore	1865	7	...	108	115	112	88
3 Catholic S. School, Mysore ...	Mysore	1861	140	9	20	169	139	119
4 Madrasa Mojammedia ...	Bangalore	1862	16	90	...	106	100	88
VERNACULAR.								
5 Blackpalli Catholic School ...	Bangalore	1865	25	...	135	160	150	145
6 Commissariat Hindustani School ...	Do	1864	...	20	...	20	19	16
7 Chintamani Sanskrit do ...	Chintamani	1868	24	...	...	24	20	18
8 Chikka Ballápara do do ...	Chikka Ballápara	1865	56	...	...	56	53	47
9 Closepété Hindustani do do ...	Closepété ...	1864	2	29	...	31	30	24
10 Chennagiri do do ...	Chennagiri	1869	...	28	...	28	23	24
11 Chetnahalli Kanarese do do ...	Singapura	1868	25	...	...	25	22	21
12 Dodda Ballápara do do ...	Dodda Ballápara	1868	5	47	...	52	50	45
13 Gun Troop Tamil do do ...	Gun Troop Bangalore	1864	49	...	...	49	47	42
14 Honnali Hindustani do do ...	Honnali	1869	...	32	...	32	22	22
15 Hulyárdurga do do ...	Hulyárdurga	1869	...	29	...	29	27	24
16 Kunigallu do do ...	Kunigallu	1864	...	31	...	31	23	24
17 Kalasi Kanarese do do ...	Kalasi	1864	15	...	...	15	9	9
18 Madrasa Ahmehia ...	Sriniváspura	1865	...	39	...	39	37	33
19 Do Islamia ...	Bangalore	1860	...	115	...	115	100	100
20 Do Islamia ...	Chintamani	1856	...	34	...	34	30	30
21 Do Ibrahim ...	Etchinapalli	1841	...	25	...	25	22	22
22 Do Kudia ...	Bangalore	1863	...	164	...	164	160	135
23 Do Mahomehia ...	French Rocks	1865	...	38	...	38	35	30
24 Do Mu'id-ul-Anam ...	Bangalore	1861	...	45	...	45	40	38
25 Do Sultani ...	Do	1866	...	63	...	63	60	55
26 Do do ...	Hunsuru	1858	...	38	...	38	34	30
27 Melukoté Sanskrit School ...	Melukote	1867	74	...	...	74	70	65
28 Seringapatam do do ...	Seringapatam	1869	40	...	...	40	34	30
29 Ronnúru Hindustani do ...	Ronnúru	1868	...	24	...	24	20	18
30 Sadar Veda Sthántha Sabhá School	Bangalore	1842	282	...	...	282	270	225
31 Shettahalli Catholic do ...	Shettahalli	1862	60	...	...	60	48	43
32 Tyámagondal Hindustani do ...	Tyámagondal	1868	...	32	...	32	30	28
33 Magadi Sanskrit do ...	Magadi ...	1870	35	...	...	35	32	28
Total.....			855	932	313	2,100	1,923	1,731

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE,  
NANDIDROOG, 24th May 1871.

10 A	10 B	10 C	10 D	10 E	21	22	23	24	25	26	REMARKS.
Number of Pupils on the Rolls staying in each language at the end of the year.					during the year.		Difference.		Annual Cost of educating each Pupil.		
English.	Kanarese.	Hindustani.	Telugu.	Tamil.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
50	...	...	...	...	169 12 1	349 12 1	...	...	7 12 4	4 0 0	
88	18	...	...	...	15 0 0	960 0 0	10 0 0	...	8 9 1	3 9 1	
40	14	...	...	115	190 0 0	814 0 0	...	177 0 0	5 13 8	2 2 6	
20	...	86	...	...	108 15 6	1,275 15 6	...	...	12 12 1	6 0 0	
...	...	...	...	150	15 0 0	340 0 0	...	...	2 4 3	1 0 0	
...	...	20	...	...	...	204 0 0	...	...	10 11 9	5 5 11	
...	...	24	...	...	...	276 0 0	...	2 0 0	13 12 9	6 0 0	
...	...	53	...	...	...	425 0 0	...	99 1 0	8 0 7	3 6 4	
...	...	31	...	...	17 0 0	209 6 0	...	3 0 0	6 15 3	4 0 0	
...	...	28	...	...	...	190 0 0	12 8 6	...	6 12 6	2 8 0	
...	25	...	...	...	18 15 6	140 15 6	...	...	6 6 6	5 7 3	
...	...	52	...	...	...	280 12 0	...	...	5 12 9	1 14 8	
...	...	...	...	49	10 0 0	129 3 0	...	...	2 12 1	2 0 8	
...	...	32	...	...	...	224 0 0	...	...	10 2 10	3 10 2	
...	...	29	...	...	...	281 13 0	...	...	10 7 0	4 7 1	
...	...	31	...	...	...	222 0 0	5 8 0	...	7 14 10	4 4 7	
...	15	...	...	...	...	54 0 0	...	...	6 0 0	6 0 0	
...	...	39	...	...	252 0 0	516 0 0	...	...	13 15 3	6 7 10	
...	...	115	...	...	65 0 0	1,265 0 0	...	...	12 10 4	6 0 0	
...	...	34	...	...	121 0 0	264 0 0	...	...	8 12 9	4 0 0	
...	...	25	...	...	...	216 0 0	19 6 0	...	9 13 1	5 7 3	
...	...	164	...	...	43 15 8	1,339 15 8	...	...	8 5 11	3 12 0	
...	...	38	...	...	...	249 8 3	...	...	7 2 0	3 6 10	
...	...	45	...	...	4 13 9	227 5 9	0 6 3	...	5 10 11	2 8 0	
...	...	63	...	...	15 8 0	530 10 1	...	...	8 13 6	4 0 0	
...	...	38	...	...	9 8 0	267 8 0	...	11 2 0	7 13 10	3 8 5	
...	...	...	74	...	80 0 0	824 0 0	...	...	11 12 4	6 13 8	
...	...	...	40	...	...	708 0 0	...	...	20 13 2	7 0 10	
...	...	24	...	...	...	240 0 0	18 2 0	...	12 0 0	6 0 0	
...	19	4	120	139	279 14 0	1,421 2 3	109 8 3	...	5 4 2	2 3 7	
...	60	...	...	...	40 0 0	364 0 0	5 0 0	...	7 5 4	3 12 0	
...	...	32	...	...	...	261 0 6	...	...	8 11 2	4 0 0	
...	...	...	35	...	3 8 0	188 8 0	...	...	5 14 3	3 2 0	
...	151	930	346	453	1,459 14 6	15,269 12 7	180 7 0	292 3 0			

J. GARRETT,  
Director of Public Instruction.





1	2	3	4	5	6	7	8	9
NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
ENGLISH.								
1 Bishop Cotton's School ... ..	Bangalore...	1865	...	...	42	42	42	40
2 St. John's District do ... ..	Do ...	1854	...	...	55	55	55	40
3 Do Infant do ... ..	Do ...	1854	...	...	84	84	68	50
4 Wesleyan Mission do ... ..	Do ...	1865	...	...	60	60	49	48
5 English School, Shulé ... ..	Do ...	1864	...	...	82	82	61	74
ANGLO VERNACULAR.								
6 Convent of the Good Shepherd ... ..	Do ...	1854	67	...	120	187	175	175
7 London Mission Boarding School ... ..	Do ...	1842	...	...	30	30	30	30
8 Wesleyan Mission Orphan do ... ..	Do ...	1855	35	...	...	35	35	21
VERNACULAR.								
9 Alsáru Caste Girls' School ... ..	Do ...	1864	64	...	...	64	63	42
10 Blackpalli Catholic School ... ..	Do ...	1865	8	...	47	55	55	50
11 Hindu Female School ... ..	Do ...	1854	81	...	...	81	68	66
LONDON MISSION DAY SCHOOLS.								
12 Do do do Arlépété ... ..	Do ...	1863	92	13	2	107	96	67
13 Do do do Cubbonpété ... ..	Do ...	1856	80	12	8	100	101	64
14 Do do do Hosapété ... ..	Do ...	1867	120	1	...	121	112	83
15 Do do do Kurubarpété ... ..	Do ...	1863	127	...	3	130	146	112
16 Do do do Yellégowdanahalli ... ..	Do ...	1868	71	2	...	73	73	63
17 Do do do do Anekallu ... ..	...	1866	37	...	...	37	47	36
18 Do do do do Yeluhanka ... ..	...	1868	35	...	...	35	35	36
19 Do do do do Kolár ... ..	...	1867	75	...	1	76	54	35
20 Mahomedan Female Educational Institution ... ..	Bangalore...	1867	...	100	...	100	90	65
21 Mysore Catholic School ... ..	Mysore ...	1863	109	...	12	121	86	61
22 Shethalli do ... ..	Shethalli ...	1864	35	...	...	35	25	25
23 Shimoga Hindu Girls' School ... ..	Shimoga ...	1868	20	...	...	20	18	17
24 Wesleyan Mission Day School ... ..	Bangalore...	1860	132	3	19	154	144	82
WESLEYAN MISSION DAY SCHOOLS.								
25 Do do do Mandi Street ... ..	Mysore ...	1867	57	...	...	57	50	44
26 Do do do Sríráma Pété ... ..	Do ...	1863	55	...	...	55	50	44
27 Do do do Fort ... ..	Toomkoor...	1868	74	...	...	74	67	53
28 Sanmárga Darshani Báliká Pátashále ... ..	Seringapatam	1869	35	...	...	35	30	25
29 Madrasa Nisvan ... ..	Bangalore...	1869	...	54	...	54	50	47
Total Rs. ....			1,409	185	565	2,159	1,995	1,617

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
NANDIDBOOG, 24th May 1871.

An

10 A	10 B	10 C	10 D	10 E	21	22	23	24	25	26	REMARKS.
Number of Pupils on the Rolls studying in each language at the end of the year.					ages during the year.		Difference.		Annual Cost of educating each Pupil.		
English.	Kanarese.	Hindustani.	Telugu.	Tamil.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
42	...	...	...	...	...	10,856 4 1	...	17 11 5	258 7 8	44 13 8	
55	...	...	...	...	39 11 0	883 12 9	0 8 11	...	16 1 1	10 14 6	
84	...	...	...	...	33 9 0	500 0 9	378 2 5	...	7 5 8	8 13 2	
60	...	...	...	...	578 12 0	3,457 14 7	...	185 6 1	70 9 1	19 9 6	
82	...	...	...	...	80 0 0	2,000 0 0	...	115 0 0	24 11 1	4 7 1	
120	...	...	...	67	7,560 0 0	10,230 0 0	...	6,724 0 0	58 7 4	6 13 8	
30	30	...	...	...	...	3,708 0 0	...	26 0 0	123 9 7	20 0 0	
7	...	...	...	35	...	1,505 3 6	154 15 10	...	43 0 1	17 2 3	
...	...	...	...	64	...	468 10 11	20 9 1	...	7 7 3	3 11 4	
...	...	...	...	50	10 0 0	160 0 0	...	...	2 14 6	0 14 6	
...	...	...	...	81	86 3 11	799 12 11	2 4 0	...	11 12 2	8 13 2	
5	107	...	...	...	135 5 6	789 3 1	96 13 3	...	8 3 6	2 4 0	
...	100	12	...	...	135 5 6	789 3 1	98 0 3	...	7 13 0	2 2 2	
...	121	...	...	46	135 5 6	789 3 1	107 14 6	...	7 0 8	1 11 3	
10	130	...	...	...	135 5 6	789 3 1	101 2 5	...	5 6 6	1 7 8	
...	73	...	...	...	135 5 6	789 3 1	98 4 6	...	10 12 11	2 15 4	
...	37	...	...	...	15 0 0	99 5 0	...	99 5 0	2 1 9	...	
...	35	...	...	...	6 0 0	82 0 0	...	82 0 0	2 5 6	...	
...	76	...	...	...	12 10 0	252 7 0	...	252 7 0	4 10 9	...	
...	...	100	...	...	195 0 0	1,395 0 0	...	...	15 8 0	6 10 8	
10	...	...	...	11	85 0 0	655 0 0	...	85 0 0	7 9 10	3 7 9	
...	35	...	...	...	40 0 0	360 0 0	6 0 0	...	24 6 5	7 3 2	
...	20	...	...	...	...	431 14 6	...	59 12 6	23 15 11	13 5 4	
10	154	...	...	...	150 0 0	1,446 0 0	43 8 0	...	10 0 8	1 10 8	
...	57	...	...	...	53 5 0	353 5 0	...	...	7 1 1	2 6 5	
...	55	...	...	...	53 5 0	353 5 0	...	...	7 1 1	2 6 5	
...	74	...	...	...	180 0 0	720 0 0	...	...	10 11 11	3 9 4	
...	35	...	...	...	...	528 0 0	...	72 0 0	17 9 7	6 0 0	
...	54	...	...	...	23 4 2	751 12 0	...	110 5	15 0 7	4 12 9	
515	1,139	166	...	45	9,878 7 7	45,943 11 7	1,108 3 2	7,720 4 5			

J. GARRETT,  
Director of Public Instruction.





No. 8.

*Abstract of Receipts and Charges in Government and Grant-in-aid Schools for the year 1870—71.*

RECEIPTS.					CHARGES.					
Schools of the Higher Class.	Schools of the Middle Class.	Schools of the Lower Class.	Höbli Schools.	Female Schools.	Total.	Schools of the Higher Class.	Schools of the Middle Class.	Schools of the Lower Class.	Höbli Schools.	Female Schools.
51,122 12 9	12,587 4 9	31,651 13 7	22,870 10 1	1,878 13 2	2,120,111 6 4	41,814 4 6	11,048 8 9	27,363 4 1	22,870 10 1	1,824 9 0
36,437 12 10	19,345 3 10	15,158 0 7	...	38,429 15 4	41,09,371 0 7	41,064 5 3	19,624 8 8	15,269 12 7	...	45,943 11 7
11,036 4 0	...	...	6,020 4 4	...	17,056 8 4	10,868 11 4	...	...	6,020 4 4	...
...	...	...	...	...	...	...	...	...	...	...
98,596 13 7	31,932 8 7	46,809 14 2	28,890 14 5	40,308 12 6	2,46,538 15 3	93,767 5 1	30,673 1 5	42,633 0 8	28,890 14 5	47,768 4 7

ECTOR OF PUBLIC INSTRUCTION,  
24th May 1871.

J. GARRE  
Director of Public

No. 9.

*Abstract of Expenditure of the Educational Department for the year  
1870—71.*

CHARGES.	From Imperial Funds.			From Local Funds.			Total Expenditure.			REMARKS.
GENERAL ADMINISTRATION.										
Direction and its subsidiary charges ... ..	14,252	0	0	...	...	...	14,252	0	0	
Inspection and its subsidiary charges ... ..	19,986	8	9	...	...	...	19,986	8	9	
INSTRUCTION.										
Government Schools.										
GENERAL.										
Higher Class ... ..	41,814	4	6	...	...	...	41,814	4	6	
Middle „ ... ..	10,326	15	9	721	9	0	11,048	8	9	
Lower „ ... ..	27,363	4	1	...	...	...	27,363	4	1	
Höbli Schools ... ..	22,870	10	1	...	...	...	22,870	10	1	
Female Schools ... ..	1,824	9	0	...	...	...	1,824	9	0	
Other Items ... ..	1,683	6	2	...	...	...	1,683	6	2	
Government Schools.										
SPECIAL.										
General Normal School ... ..	5,824	11	10	...	...	...	5,824	11	10	
Höbli Normal Schools ... ..	6,020	4	4	...	...	...	6,020	4	4	
Engineering School ... ..	5,043	5	6	...	...	...	5,043	5	6	
GRANTS-IN-AID.										
Higher Class ... ..	10,356	0	0	30,728	5	3	41,084	5	3	
Middle „ ... ..	5,970	0	0	13,654	8	8	19,624	8	8	
Lower „ ... ..	7,032	0	0	8,237	12	7	15,269	12	7	
Female Schools ... ..	11,234	0	0	34,709	11	7	45,943	11	7	
Miscellaneous, including Book Department ... ..	31,533	4	1	...	...	...	31,533	4	1	
	2,23,135	4	1	88,051	15	1	3,11,187	3	2	
Paid on account of Buildings	11,722	0	0	...	..	...	11,722	0	0	
Grand Total.....	2,34,857	4	1	88,051	15	1	3,22,909	3	2	

OFFICE OF THE DIRECTOR OF P. I.,  
NANDIDBOOG, 24th May 1871.

J. GARRETT,  
Director of Public Instruction.

## **APPENDIX V.**

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### **STATISTICAL RETURNS.**

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#### **STATISTICS OF INSTRUCTION,**

**TABULATED ACCORDING TO THE FORMS PREPARED BY THE**

#### **STATISTICAL COMMITTEE.**

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##### **A. ECCLESIASTICAL.**

##### **B. EDUCATIONAL.**

**1. UNIVERSITIES (NONE.)**

**2. SCHOOLS.**

##### **C. LITERARY AND SCIENTIFIC.**

**1. LITERARY AND SCIENTIFIC SOCIETIES.**

**2. THE PRESS.**



## IV.

## STATISTICS OF INSTRUCTION.

## A.

## ECCLESIASTICAL

*Return of Religious Institutions of Various Denominations in the Province of Mysore for the year 1870—71.*

	Number of Churches or Institutions.	Number of Ministers or Priests.	Number of Persons attending Worship.	Income.			From Fees and Offerings.	Explanatory Remarks.
				Paid by Government.	From Endowed Property.	In Money.		
					In Land.	In Money.		
Roman Catholic	84*	1 Bishop 25 Priests	25,000	300†	93	...	...	* 54 Churches, 30 Institutions, schools and others. † The Priest of Mysore receives from His Highness Rs. 30 a month.
Church of England	16†	7	2,500	4 Chaplains and one Interim Minister.	...	1,800	...	‡ 8 Churches and 8 schools exclusive of Begimental Schools.
Christian.								
Church of Scotland	1	1	450	12,432	...	...	2,228	
Protestant Dissenters								
Wesleyans	15	13	1,230	...	...	...	9,042	§ 2 Churches and 18 schools.
Independents	18‡	14	522	...	...	...	4,991¶	¶ Local contributions and school fees.
Baptists	1	27	80	...	...	...	...	
Greeks	...	...	...	...	...	...	...	
Armenians	...	...	...	...	...	...	...	
Unitarians	...	...	...	...	...	...	...	
TOTAL	21,273	16,499	1,229,473	2,99,591	16,020	25,378	23,686	

Bureau  
Mubome (Smi  
dan (Shiya  
Sali  
Bulhist or Jain

610	328	70,738	13,864	521	305	1,863
...	3	2	7	...	...	...
...	4	590	21	...	...	...
...	155	7,383	4,130	551	191	1,834
Total...	22,180	1,338,138	3,30,345	17,185	27,674	43,642

J. GARRETT,  
Director of Public Instruction.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
NANDIDROOG, 24th May 1871.

	Ave	Ave	Ch	Old	Pub	Res	Total	En	Val	Gen	Gen	Hiv	Mab	Ch	Tot	Ave	From	From
1,159	895	...	12	44	41,814	6,885	48,709	1,159	1,113	...	...	...	...	5	5	703	15,386	15,332
314	289	...	2	28	10,327	809	11,136	314	314	...	...	...	...	9	9	528	12,408	1,245
2,880	11,947	...	1	456	50,234	1,992	52,228	...	12,980	...	...	1,843	55	29	1,927	26,119	6,917	1,321
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	3	146	2,822	10,930
154	124	...	...	5	1,824	6	1,830	...	118	...	...	3	3	5	5	318	12,315	2,288
142	137	...	1	5	11,846	...	11,846	7	195	...	...	...	...	25	25	1629	25,461	204
474	474	...	2	...	5,043	157	5,200	16	458	...	...	...	...	...	...	...	...	...
5,223	13,866	...	13	536	1,11,083	9,859	1,30,947	1,496	15,118	...	...	1,846	58	70	1,974	28,441	75,340	31,800
																		34

OF PUBLIC INSTRUCTION IN MYSORE,  
NANDIDROOG, 24th May 1871.

# STATISTICS OF INSTRUCTION.

## C.

### SCIENTIFIC AND LITERARY.

#### 1. SCIENTIFIC AND LITERARY SOCIETIES.

*Annual Return in the Province of Mysore for the year 1870—71.*

NAME.	Objects.	Income.			Members or Visitors.				Registered or not.	When established.	
		From Government.	Endowments.	Subscription.	Total.	Male.	Female.	Juvenile.			Total.
BANGALORE.											
Mysore Museum ...	... To illustrate the products and resources of Mysore ...	3,592	...	...	3,592	104,541	57,594	...	162,135	...	1865
Literary and Scientific Institute.	... Moral and Intellectual Institute ...	800	...	720	1,320	65	...	...	65	...	1866
St. John's Library for Pensioners.	... To provide suitable books for pensioners and their families and others residing on St. John's Hill. To take in certain Newspapers and monthly Periodicals. ...	...	...	...	...	...	...	...	...	...	...
Hindu Literary Union ...	... Mutual improvement of the members and of their fellow country men ...	...	...	300	300	50	...	...	50	...	1854
Mahomedans' Library ...	... To keep open to the public for the perusal of Arabic, Persian and Hindustani works of old and new, and to lend the same to the subscribers ...	...	...	185	185	14	...	...	14	...	1862
Book Society ...	...	...	...	27-13-0	27-13-0	32	...	20	52	...	1862
		...	...	...	...	...	...	...	...	...	No Return.
											1868







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Annual Return in the Province

NAME.	NUMBER OF NEWSPAPERS.						PERIODICALS.							
	Daily.		Bi or Tri-weekly.		Weekly.		Monthly.	Quarterly.	Yearly.	Occasionally.				
	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.		
Mysore Government Press	..	...	...	...	The Mysore Gazette in English and Kanarese.		...	...	...	...	...	...	...	...
Columbian Press	...	...	...	Bangalore Herald, Eng...	...	...	...	...	...	...	...	...	...	...
Wesleyan Mission Press	...	...	...	...	...	...	...	...	...	...	...	...	...	...

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# INSTRUCTION.

AND LITERARY.

PRESS.

of Mysore for the year 1870—71.

## BOOKS PUBLISHED

English.

Number of Books.

Manual of Instructions for the guidance of Shánbhógs in the settled districts of Mysore, in English and Kanarese	1
Manual of Sericulture in Mysore, in English	...
Report of the Friend-in-need Society for the year 1869	...
Annual Progress Report of D. P. W. in Mysore for 1869—70.	...
Do in Coorg	...
Do Accounts of Appropriation and Outlay on P. W. in Mysore.	...
Do in Coorg	...
Mysore Forest Administration Report for 1869—70	...
Do	...
Annual Administration Report of Mysore for 1869—70	...
Do Coorg	...
Papers on the Bangalore Water Supply Project	...
Court Fees' Act, No. VII of 1870	...
Annual Report on Public Instruction in Mysore for 1869—70	...
Do Coorg	...
Land Acquisition Act, No. X of 1870	...
Indian Coinage Act, No. XXIII of 1870	...
Catalogue of books in the Library of H. H. the Mahārāja of Mysore.	...
Manual of Cattle Disease	...
Correspondence on the formation of village forests in Mysore	...
Amended Mysore Forest Rules	...
Mysore Budget for 1871—72	...
Do Plough Tax Budget for 1871—72	...
Report on the process of tanning and currying leather	...
First Book	10
Second Book	2
Brief Sketch History of India	5
Surge History of India (in part) finished	5
Bridged History of India (in part)	2
Kanarese and English Dictionary (in part) finished	2
Manual of Coorg Law, English and Kanarese (in part)	...
Annual Depl. Report of the Mysore Province for 1869—70 (in part)	...
Third Annual Report, Rifle Meeting—Bangalore	...
Complete Spelling	3
Shop Cotton's School Report	...
Antonment Orphanage Report	...
Bangalore Tract Society Report	...
Caleyan Mission Report	...
London Mission Report	...
Daymeeting Hymns	...
Storal Letter	...
School Register	...
One of the Lambs	...
Order for consecrating a Church	...

Roman Cath

Spectator Pre

Karnátic Pre

Sadar Vēda  
Sabbā

Krishna Rāja

Vichāra Darj

Firdāsi Press

Bāki Press

Mathbai Nat

Kasimul Akh

Sultān Press

0

Annual Return in the Province

NAME.	NUMBER OF NEWSPAPERS.						PERIODICALS.							
	Daily.		Bi or Tri-weekly.		Weekly.		Monthly.		Quarterly.		Yearly.		Occasionally.	
	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.
Mysore Government Press	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	Bangalore Spectator.		...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Siddhanta Press	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vilasa Press.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
pana Press	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Columbian I	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wesleyan Mission Press	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	80	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,  
NANDIEDBOOG, 24th May 1871

# INSTRUCTION.

AND LITERARY.

PRESS. (Continued.)

*of Mysore for the year 1870—71.*

## BOOKS PUBLISHED IN THE YEAR.

English.						
Number of Books.					No. of Copies.	
An English Primer	...	...	...	...	1,000	Grammar in Telugu Catechism A Latin and
...	...	...	...	...	...	13 Books
...	...	...	...	...	...	Hindu Family Rules of the
...	...	...	...	...	...	4 Books
...	...	...	...	...	...	Standing Order Talim Nama Mubadilat Hi Inder Sabh Hindi Gulist Nairunga Ish Divana Lutf Khiratul Fur Adabunnisa Nazme Makl Hindustani T Tahrirate Te Misbahul Ha Pahili Kitab Ruhul Imán Hiratul Fikr Khaseai Dai Magx Mani
...	...	...	...	...	...	15 Books
...	...	...	...	...	...	No Return

D



*Statement shewing the Expenditure of Public Money during the year 1870—71, on  
Educational Buildings in the Province of Mysore.*

Expenditure from Department Public Works Budget.	Amount.	Expenditure from Educational Budget.	Amount.
(a.) <i>Repairs.</i>		(d.) <i>Repairs.</i>	
None from D. P. W. Budget...	...	Repairing 31 Schools, estimates varying from Rs. 9 to 840 ...	4,053 8 0
(b.) <i>Minor Works up to Rs. 2,500.</i>		(e.) <i>Minor Works.</i>	
Enlargement of School-House at Hassan ...	1,003 0 0	Enclosing 6 School compounds, estimates varying from Rs. 22 to 132 ...	500 0 0
(c.) <i>Larger Works above Rs. 2,500.</i>		(f.) <i>Minor Grants-in-aid under Rs. 1,000.</i>	450 0 0
Construction of new School-House at		(g.) <i>Larger Grants above Rs. 1,000.</i>	
Srinivāspura ...	2,366 0 0	None ...	...
Nyāmāti ...	3,017 0 0	Total from Educational Budget.....	5,003 8 0
Yēshanka ...	2,765 0 0		
Kolār ...	2,592 0 0		
Total from D. P. W. Budget.....	11,743 0 0		

J. GARRETT,  
*Director of Public Instruction,  
Mysore and Coorg.*











